DOCUMENT RESUME

ED 125 634 IR 003 722

AUTHOR	Jegi, John
TITLE	The Development and Implementation of a Management Information System for an Education Information Retrieval Center.
PUB DATE	9 Mar 76
NOTE	176p.; Ph.D. Practicum, Nova University
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS	Case Studies; Community Resources; *County Programs; Data Analysis; *Data Bases; Data Processing; Decision Making; Doctoral Theses; *Information Centers; Information Needs; Information Retrieval; *Information Services; Information Sources; Information Systems; *Management Information Systems; Program Costs; Use Studies
IDENTIFIERS	California (Contra Costa County); County Services; *Educational Information Centers

ABSTRACT

A management information system was developed for the Contra Costa County, California, Department of Education's Educational Information Retrieval Center. The system was designed to determine needed operational changes, to measure the effects of these changes, to monitor the center's operation, and to obtain information for dissemination. Data were collected and processed by the system and results were applied to cost control, quality control, and control of the extent of services provided to the clients. After the implementation of the information system, the cost of producing information searches was reduced by 20%, the quality of information packets improved, and the use of the center's services by Contra Costa County school districts increased. (CH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED125634

MAY 10 1976

IR

THE DEVELOPMENT AND IMPLEMENTATION OF A MANAGEMENT INFORMATION SYSTEM FOR AN EDUCATION INFORMATION RETRIEVAL CENTER

by John Jegi

Submitted in partial fulfillment of the requirements for
the degree of Doctor of Education, Nova University

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Fairfield Cluster
Dr. Dan Muller

Maxi II Practicum Report
March 9, 1976

IR 003 722

CONTENTS

PAGE

LIST OF TABLES i

LIST OF FIGURES iii

ABSTRACT iv

INTRODUCTION v

PRACTICUM REPORT 1

- 1.0 Background of the Contra Costa County Education Information Retrieval Center 1
  - 1.1 Description of the Information Center 1
  - 1.2 Description of Information Center Needs Related to the Practicum . . 6
- 2.0 Practicum Design 8
- 3.0 Practicum Implementation 13
  - 3.1 Development and Implementation of the Management Information System (M.I.S.) 13
    - 3.1.1 Collection of Data 13
    - 3.1.2 Organization of Data 18
    - 3.1.3 Processing of Data 22
    - 3.1.4 Analyzing the Data 24
  - 3.2 Application of the Management Information System to the Operations of the Information Center in the Area of Improving the Quality of Service 27
    - 3.2.1 Processing and Analyzing Data Relating to the Quality of Regular Searches 27
    - 3.2.2 Processing and Analyzing Data Related to the Quality of Pre-Assembled Information Packets (Fastpaks). 32
  - 3.3 Application of the Management Information System to the Operations of the Information Center in the Area of Increasing the Amount of Service 36
    - 3.3.1 Processing and Analyzing Data Relating to the Use of the Center's Services 36

PAGE

3.4 Application of the Management Information System to the Operations of the Information Center in the Area of Reducing the Costs of Service 51

3.4.1 Reducing Costs Through Operational Changes Related to Computer Searching. 52

3.4.2 Reducing Costs Through Operational Changes Related to Researcher Time 60

3.4.3 Measuring Effects of Operational Changes Related to Costs . 65

4.0 Summary and Conclusions 70

APPENDICES. 73

A - Examples of Typical Search 74

B - Example of Center's Administrative Newsletter 75

C - Example of Search Request Record Form (Revised) 78

D - Example of Search Evaluation Form (Revised) 79

E - Example of Fastpak Request Form 80

F - Example of Fastpak Evaluation Form. 81

G - Example of Computer Center Usage Report 82

H - Example of Researcher Time Sheet. 83

I - Example of Search and Fastpak Tally Sheet 84

J - Example of Original Search Data Summary Form. 85

K - Example of Revised Search Data Summary Form 86

L - Numeric Codes Assigned to Data Elements 87

M - Example of Client Comments on Evaluation Form 94

N - Notice to Clients Concerning Completion of Evaluation Form. 96

O - Printout of Evaluation Data With Calculations 97

P - Printout of Evaluation Summary by Month 98

Q - Printout of Evaluation Summary by Researcher. 99

R - Printout of Evaluation Summary by Position 100

S - Example of Client Response on Fastpak Evaluation Form 101

APPENDICES PAGE

T - Examples of Fastpak Listings by Levels. 102

U - Example of Straight Listing Printout of Fastpak Records 105

V - Example of Printout of Fastpak Evaluation Data. 106

W - Example of Printout of Low Evaluations With Reference Numbers 107

X - Example of Evaluation Form Referred to by Reference Number on Printout 108

Y - Example of Monthly Tally of Searches and Fastpaks Sent to Clients 109

Z - Analysis of Use of Center's Services in Large School District 110

XX - Printout of Use of Service in Schools Within Districts. 114

AA - Example of Analysis of Use From Printout to Coding Sheet. 121

BB - Letter to Principals of Non-User Schools Suggesting Center Staff Presentation 125

CC - Letter to Principals Soliciting Use of Service and Listing Examples of Searches 125

DD - Examples of Articles on Center Services in County Schools Bulletin 128

EE - Example of News Item Used in District Newsletter. 131

FF - Example of Printout of Use Data by School Within District (9/75-11/75). 132

GG - Printout of First Time Search Users Within District Within Month (5/75-11/75). 137

HH - Description of ERIC System. 143

II - Description of ERIC Document Reproduction Service (Microfiche) 144

JJ - Example of Monthly Computer Charges With Off-Line Printouts 145

KK - Example of Monthly Computer Charges Without Off-Line Printouts. 146

LL - Example of Full-Text Printout Retrieval 147

MM - Example of Limited Text Printout Retrieval. 148

APPENDICES PAGE

NN - Example of Search Record Card. 149

OO - Example of Search Record Card with Added Information 150

PP - Extracts From MIDAS Catalog. 151

QQ - Copy of Newspaper Article Referring to ACCESS Center's Management Information System 154

LIST OF TABLES

TABLE PAGE

1 Display of Data Collection Instruments' Purposes, Contents and Initiation Dates, and Total Numbers of Each Instrument Processed Within Practicum Period. 16

2 Data Elements Organized and Used for Computer Processing on Search Data Summary Forms and Fastpak Data Summary Forms 21

3 Section of Straight Listing (File Dump) Identifying Data Elements (Fields). 23

4 Client Evaluation of Regular Searches from October 1972 Through March 1975 27

5 Summary of All Evaluations - April Thru November 1975 30

6 Mean Scores of Client Evaluations by Fastpak Title Number Within the Period of November 1973 Through June 1975 32

7 Mean Scores of Client Evaluations by Fastpak Title Number Within The Period of September 1975 Through November 1975. 34

8 Example of Number of Search Requests Made in Three Months and Number of Searches Sent to Clients Within the Same Months. 36

9 Display of Use of Search Service by Client Position in Schools in a Small District From 1/72 Through 6/75. 38

10 Display of Use of Search Services by Client Position in Schools in a Medium Size District from 10/72 Through 6/75 39

11 Summary of Computer Processed Client Use Data for Period of October 1972 Through June 1975 Presenting % of District Use Related to Total Use by All District, % of District Population Related to Total Student Population in All Districts in County and % of Schools Not Using Service Within Each District 43

12 Number of Service Requests From 9/75 Through 11/75 in Schools (Within Districts) Not Using Service From 10/72 Through 6/75 48

13 Number and Percent of Non-User Schools In Districts After 11/75 Compared With Number and Percent of Non-User Schools in Districts From 10/75 Through 6/75. 48

14 Numbers of First Time Users of Regular Searches Within Months of August Through November, 1975 in "Non-User" Districts and Total of First Time Users in All Other Districts 49

15 Total Number of Regular Searches and Fastpaks Requested by Month for School Year 1974-75 and Those Requested in Months of July Through November Within School Year 1975-76. 49

TABLE PAGE

16 Average Researcher Cost Per Search From 9/74 Through 11/75 67

17 Computer Searching Costs From 9/74 Through 11/75 Including Percent of Computer Use To Total Searches Requested and Average Computer Costs Per Total Searches Requested in Month. 68

18 Total Costs and Total Average Costs Per Search and Percent of Change for Months of 9/74 Through 11/74 and 9/75 Through 11/75. 69

LIST OF FIGURES

FIGURE PAGE

1 Flow of Information Retrieval Process at Contra Costa County Information Retrieval Center 4

2 Time Frame of Practicum Activities. 10

3 Major Functions Relating to the Development, Implementation and Application of the Management Information System (M.I.S.). 12

4 Decision Chart on Treatment of Data 15

5 Flow Chart of Processes in the Implementation of the Management Information System and Instruments Used Within the Collection and Organization Processes 25

ABSTRACT

This report describes the development and implementation of a Management Information System for the Contra Costa County Department of Education's Education Information Retrieval Center.

The Management Information System was designed for the purposes of (1) determining needed operational changes, (2) measuring the effects of these changes or actions, (3) regularly monitoring the Center's operations, and (4) obtaining information that can be reported to others.

The application of this system is directed to the areas of cost control, quality control and control of the extent of services provided to the clients.

The operational functions of the Management Information System consist of (1) collecting data, (2) organizing the data, (3) processing the data, (4) analyzing the data and (5) applying information gathered from this analysis for the four purposes stated above.

This report describes how this system was developed, implemented and applied to the operations of the Center within the practicum period and presents the results of changes made in the Center's operations as measured by the system.

INTRODUCTION

This Maxi II practicum report describes the design, development, implementation and application of a Management Information System for the Contra Costa County Department of Education's Education Information Retrieval Center.

This report describes two distinct, but interrelated activities -- (1) the design, development and implementation of a management information system and (2) the application of this system to determine the need for changes in the Center's operations and to determine the effects of the changes after they had been made.

A description of the Contra Costa County Education Information Retrieval Center and the needs of the Center are presented in Section 1.0. This section provides the rationale for the focus of the practicum.

The design of the practicum including changes made as a result of the University's review of the initial proposal are described in Section 2.0.

Section 3.0 describes the activities related to implementing the practicum and is subdivided into Section 3.1 that describes activities related to the design, development and implementation of the Management Information System and Sections 3.2 through 3.4 which describe how the system was applied to the Center's operations.

Section 4.0 summarizes the results of the implementation and application of the system in terms of the practicum objectives and the criteria that was established according to which the system was to operate.

PRACTICUM REPORT

1.0 BACKGROUND OF THE CONTRA COSTA COUNTY EDUCATION INFORMATION RETRIEVAL CENTER

1.1 Description of the Information Center

In 1966, the Contra Costa County Superintendent of Schools Office received a grant from the U.S. Office of Education under Title III of the Elementary and Secondary Education Act to establish a supplementary education center for educational project planning and development. An education research library was established as a component of this Center to provide research needed by the Center's project planning staff.

By 1969, the information holdings in this special library had grown large enough to provide school districts with information retrieval service, and school district personnel began to request use of the Center's holdings for help in making policy decisions and developing curriculum. At the same time, computerized indexes to educational literature had become available through ERIC -- a system developed by the U.S. Office of Education[1] -- and the need for local agencies to provide access for practitioners to this indexed information was apparent.

In 1972, the County Board of Supervisors allocated funds to the County Schools Office in order that a computerized searching capability of data bases could be acquired. This enabled the Center to broaden its service potential to include other county agencies as well as community organizations, which also needed research support.

The Center, now identified as the ACCESS Center,[2] is presently operating with County School Service Fund monies and provides research retrieval services to school districts, colleges, county departments and agencies -- including Probation, Health, Social Service, Welfare, Civil Service, Human Resources, Sheriff, the Office of Economic Opportunity, Model Cities, Neighborhood Youth Corps -- to city governments, and to community organizations such as the League of Women Voters, Parent-Teacher Associations, Planned Parenthood, American Association of University Women, and the County Community Mental Health Program.

---

[1] A description of the ERIC System is provided in Section 3.4.1

[2] ACCESS is an acronym for Assisting Contra Costa Education through reSearch Services.

This service appears to be unique within the United States. A survey made by the National Institute of Education of educational search services indicates that while there are about 115 educational information search services in the country, only the Contra Costa County Center provides service to all governmental agencies and non-profit organizations within a county at no charge to the users.

Because of the unique aspects of this service, the director of the Center, at the invitation of the National Institute of Education, made a presentation about the Contra Costa County Information Center at the 37th Annual Meeting of the American Society for Information Service held in October 1974.

The Center is presently answering about 100 requests for information searches per month. The requests are normally made by telephone. The Center's director and the information specialist have designed procedures for taking the requests and disseminating information in compliance with copyright laws. The Center's information specialist develops a search strategy for each request that guides research assistants in searching through the data bases which collectively comprise over 300,000 documents, books and journal articles. This searching process is aided by computerized searching which is explained in detail in Section 3.4.1.

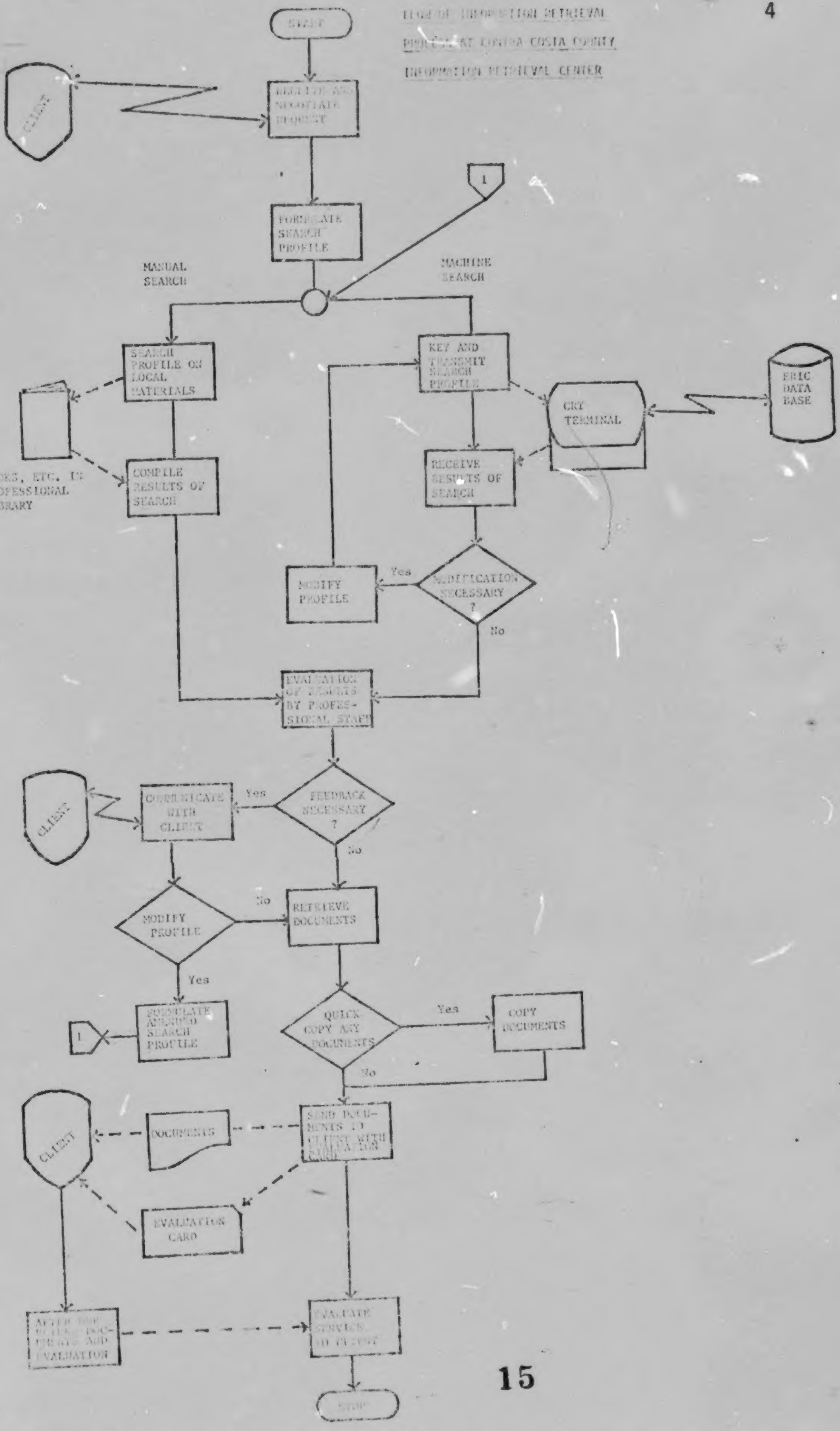
The selected materials are then gathered and loaned to the client for several weeks. The results of a typical search could include several books and documents, photocopies of articles from periodicals and materials in a microfilm format. (See Figure 1 for flow chart of search process.)

Since 1969, the ACCESS Center has provided over 5,000 information searches to agencies and organizations in the county. Frequently, this information is used to assist agencies in developing county-wide projects. More often, requests are made for information relating to inservice training, technical research, surveys of exemplary programs, policy formulation, instructional design and general management. Some examples of typical search topics are included in Appendix A.

Another major service of the Center is the distribution, on request, of preassembled packets of educational information. These are called "Fastpaks" and are comprised of materials relating to educational topics that have been frequently requested as searches by the Center's clients. This service is described in detail in Section 3.2.2.

The Center also publishes a semi-monthly newsletter for public school administrators in Contra Costa County. This newsletter contains information about current federal and state legislation and funding and cites relevant documents and copies of laws or guidelines that are available from the Center. See Appendix B for example of the newsletter.

Figure 1



FLOW OF INFORMATION RETRIEVAL PROCESS AT CONTRA COSTA COUNTY INFORMATION RETRIEVAL CENTER

START
CLIENT
RECEIVE AND NEGOTIATE REQUEST
FORMULATE SEARCH PROFILE
1
MANUAL SEARCH
MACHINE SEARCH
SEARCH PROFILE ON LOCAL MATERIALS
BOOKS, ETC. IN PROFESSIONAL LIBRARY
COMPILE RESULTS OF SEARCH
KEY AND TRANSMIT SEARCH PROFILE
CRT TERMINAL
ERIC DATA BASE
RECEIVE RESULTS OF SEARCH
MODIFICATION NECESSARY ?
Yes
No
MODIFY PROFILE
EVALUATION OF RESULTS BY PROFESSIONAL STAFF
FEEDBACK NECESSARY ?
Yes
No
COMMUNICATE WITH CLIENT
CLIENT
MODIFY PROFILE
No
Yes
RETRIEVE DOCUMENTS
FORMULATE AMENDED SEARCH PROFILE
1
QUICK COPY ANY DOCUMENTS
Yes
No
COPY DOCUMENTS
SEND DOCUMENTS TO CLIENT WITH EVALUATION CARD
DOCUMENTS
CLIENT
EVALUATION CARD
AFTER USE RETURN DOCUMENTS AND EVALUATION
EVALUATE SERVICE TO CLIENT
STOP

The Center's staff presently consists of a director, an information specialist, three researchers, a senior clerk, a clerk-typist and a filing clerk.

As director of the Information Center, my responsibilities include supervising all personnel and operations, locating and acquiring supplementary data banks, initiating new service activities, disseminating information about the service to clients, and, with the implementation of the Management Information System, continuously monitoring the operations for cost-effectiveness and improvement in the quality and quantity of the service.

These responsibilities comprise approximately forty percent of my total work time. The remaining sixty percent of my time is associated with my responsibilities as Director of Research and Planning for the County Department of Education.

1.2 Description of Information Center Needs Related to the Practicum

The Information Center is financially supported by the County Department of Education and is operating within a budget provided by the Department. Since the Department is incurring this expense with the belief that this service warrants support over other activities that would otherwise be provided, it is essential that the service reach all districts and schools within the county service area. If it does not, the monies supporting the operation might better be spent in other activities that would have wider impact.

A large part of the costs of the Center's operations are fixed costs, which include salaries (other than that of the researchers), lease of equipment and general overhead. These costs are not subject to increases as a result of increase in volume of service. Non-fixed costs, however, do increase according to service volume. With the exception of increased expenditure allowances due to inflation, our Center's budget is relatively "fixed." Attempts to increase service to clients, therefore, must be accompanied by corresponding attempts to decrease costs in order to stay within the budget. This must be done without sacrificing the quality of the service.

In order to accomplish these three factors simultaneously -- increase service, reduce costs and maintain quality -- it is essential that information about each of these factors is monitored by the staff.

Prior to this practicum effort, the Center's staff has had neither cumulative data from which it could assess the relationship of costs to the amount and quality of service nor has it had a systematic means to monitor costs, quality or the extent of the service being provided to particular client groups.[1]

There was a need, therefore, for the development and implementation of a system to acquire information to manage or control these three factors which would result in increased service (particularly directed to non-users of the service), reduced costs (directed towards non-fixed costs) and maintenanceof the quality of the service.

This practicum effort was directed to the development and implementation of a management information system that would enable the staff to accomplish these results.

---

[1] The staff has maintained records indicating the number of searches and Fastpaks sent to districts and client groups each month. These records, however, do not identify who these clients are within a district, nor do they indicate which schools within a district have received the services.

2.0 PRACTICUM DESIGN

This practicum was designed in two stages. The first was that as described in the original practicum proposal submitted to Nova University on March 8, 1975. This proposed design focused on developing and implementing a Management Information System for an education information retrieval center. As stated in the proposal, the system's ultimate purpose was to provide information that would enable decision-making leading to a reduction in operational costs and an increase in the quality and quantity of service for the Center's clients.

The outcome of having implemented this system was to be a judgement determining if the system did produce information that would enable decision-making related to costs, quality and quantity of service. The time frame to carry out the proposed activities was March 3, 1975 through July 15, 1975. This latter date was the anticipated submission date of the practicum report. To be included with the report was a preliminary draft of a document to be ultimately submitted to ERIC presenting analyzed data on client use of an information retrieval center, as well as a description of the Management Information System that generated this data.

Several activities, as proposed in the design, were begun in March with the anticipation that the proposal would be approved by the University. Activities related to data selection and compilation were initiated. Those activities involving computer processing awaited the University's approval of the proposal since these activities required the participation of other staff members as well as costly computer time and would have meant needless involvement had the proposal not been approved.

The second stage of the practicum design followed my receipt of the proposal evaluation early in May. The general thrust of the proposal was acceptable as a practicum, however, the University required that specific changes be made and evaluated as a result of implementing the Management Information System. These changes were to relate to the three areas of cost savings and quality and quantity of service.

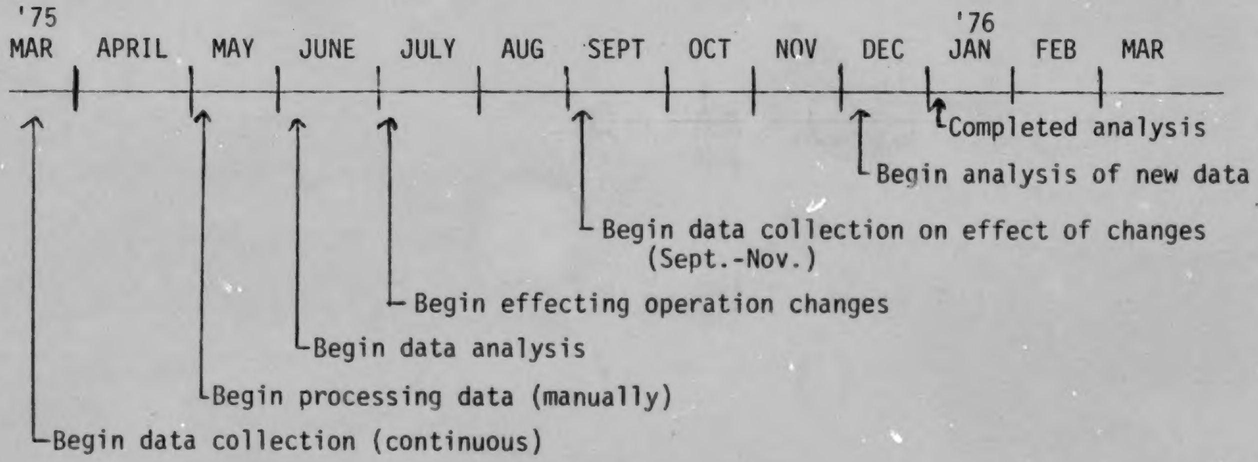
Although this requirement did not call for fundamental changes in the basic design of the system, it did necessitate a somewhat premature preliminary analysis of data. This analysis was required to document the needs relating to costs, quality and quantity of service that were required for the proposal addendum. Fortunately, the data that had been collected in the interim period (March to May) was available for processing and analyzing. Since the computer program had not yet been designed, the processing of this data had to be done manually.

The required changes in the practicum design also necessitated a change in the time-frame originally established for the practicum activities. With the addition of the "action" component, operational changes had to be effected as early as possible in order to provide a sufficient data gathering period after the changes to accurately measure the effects of these changes. The new time frame is depicted in Figure 2.

As a result of introducing the action component to the practicum design, there were two different but inter-related practicum operations being carried on simultaneously. Collected data was being manually processed to acquire "need" validation for the practicum addendum and to determine where operational changes were necessary. Within the same time period new data

FIGURE 2

TIME FRAME OF PRACTICUM ACTIVITIES


'75
MAR
APRIL
MAY
JUNE
JULY
AUG
SEPT
OCT
NOV
DEC
'76
JAN
FEB
MAR
Completed analysis
Begin analysis of new data
Begin data collection on effect of changes (Sept.-Nov.)
Begin effecting operation changes
Begin data analysis
Begin processing data (manually)
Begin data collection (continuous)

---

collection instruments were being designed and implemented for the Management Information System. This introduced a certain frustration since the "new" data was not in a comparable format with the "old" data. Furthermore, while spending many days processing this data manually, I was simultaneously designing a computer program that would soon be able to process this same data in seconds, but not in time to satisfy the action component (e.g. the identification and implementation of needed operational changes).

These two practicum operations finally merged in December when the hand processed "base-line" data was analyzed with the computer processed data and the Management Information System (M.I.S.) was fully operational.

The concept of the purpose of the M.I.S. as stated in the proposal and proposal addendum has been expanded. The original purpose was simply to obtain data for decision making. It is now conceived as a system that will continuously monitor the Center's operations (for purposes in addition to decision making)[1] and provide information for reporting to others including the office administration and the Center's clients.

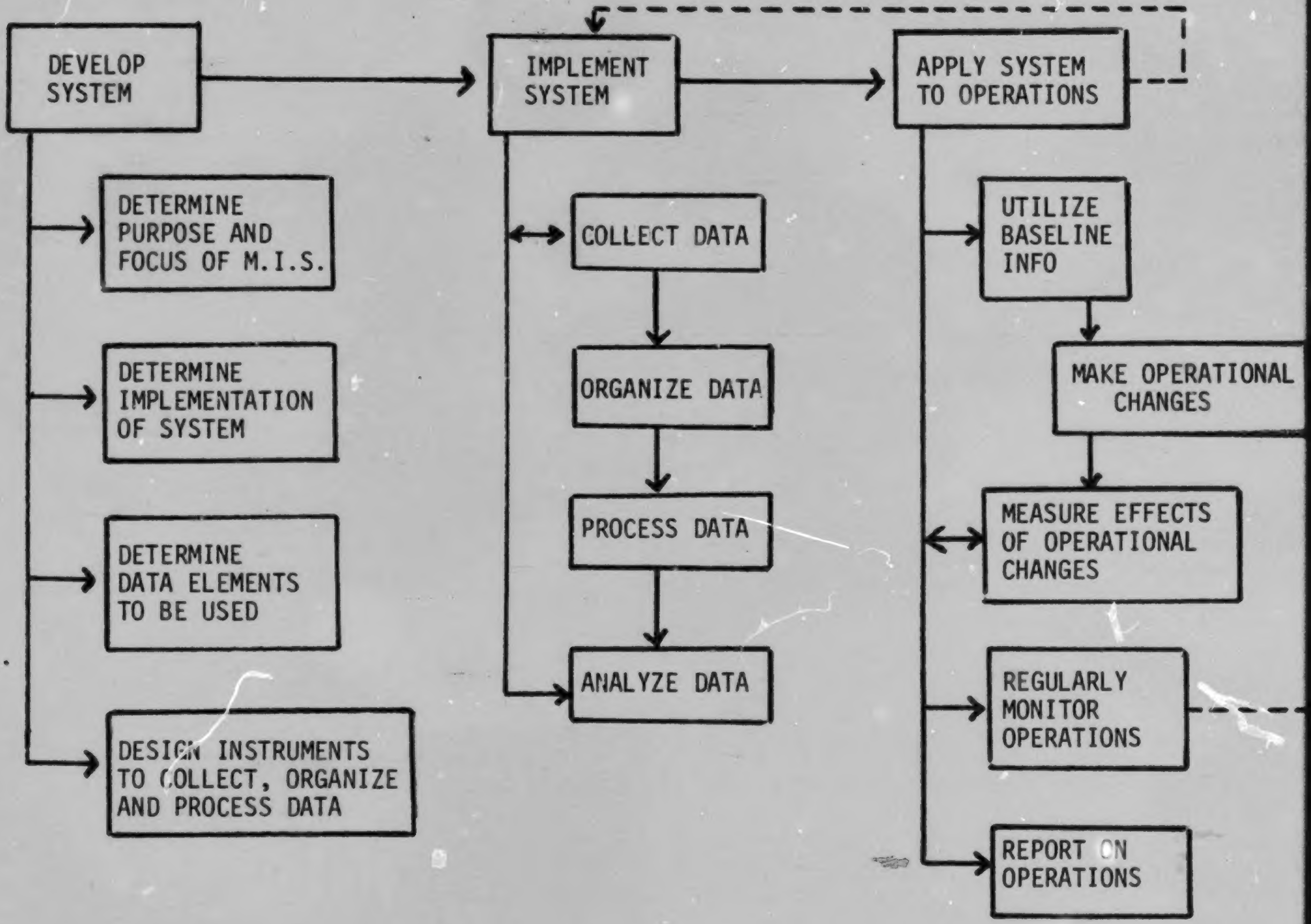
The generic design of the M.I.S. and its application to the Information Center's operations is displayed in Figure 3.

---

[1] These include analyzing trends in patterns of service including client use, computer use, use of ERIC microfiche with client groups, etc.

FIGURE 3

Major Functions Relating to the Development, Implementation and Application of the Management Information System (M.I.S.)


DEVELOP SYSTEM
IMPLEMENT SYSTEM
APPLY SYSTEM TO OPERATIONS
DETERMINE PURPOSE AND FOCUS OF M.I.S.
DETERMINE IMPLEMENTATION OF SYSTEM
DETERMINE DATA ELEMENTS TO BE USED
DESIGN INSTRUMENTS TO COLLECT, ORGANIZE AND PROCESS DATA
COLLECT DATA
ORGANIZE DATA
PROCESS DATA
ANALYZE DATA
UTILIZE BASELINE INFO
MAKE OPERATIONAL CHANGES
MEASURE EFFECTS OF OPERATIONAL CHANGES
REGULARLY MONITOR OPERATIONS
REPORT ON OPERATIONS

Note: Dotted line represents a "feedback loop" indicating that this is an ongoing system that calls for continuous implementation and application.

3.0 PRACTICUM IMPLEMENTATION

3.1 Development and Implementation of the Management Information System (M.I.S.)

There are four general processes involved in the implementation of the Management Information System. These are (1) collecting data, (2) organizing data, (3) processing the data and (4) analyzing the data. Each of these four processes are described within this section (3.1). Specific information concerning the collecting and organizing instruments is provided. Data processing and analysis are described in general terms. More specific detail concerning these latter two processes is provided within section 3.2 through 3.4 since they are directly applied to the applications of the system.

3.1.1 Collection of Data

The decision as to whether to collect data or not can be critical to the success of a management information system. If there is found to be a need to analyze certain types of information or to measure pre and post results and the data cannot be obtained "after the fact," this information is lost and programs or activities cannot be adequately evaluated.

As a generalization, it is best to err on the side of over-collection of data, since often when data is analyzed it generates the need for additional data that may not have been considered necessary in an original M.I.S. design. Exceptions to this generalization are those cases where data collection represents an expenditure of staff time beyond the ultimate value of the data analysis or when the data collection instrument becomes "overloaded" and discourages responses from the clients -- which could mean the loss of other more critical data.

Once data has been collected it can be (1) saved for possible later use or (2) organized and saved or (3) collected, organized and processed and saved. These are decisions that are normally predicated on efficiency. For example it is often more efficient to organize several data elements on one form at one time rather than going back later and separately recording additional data. Figure 4 depicts a decision chart indicating the basis on which choices can be made regarding the ultimate use of data.

Data collection was determined for the Management Information System on the basis of three criteria - (1) the collection must not add to the work load of the staff (2) the data must have relevance to the purposes of the system -- decision making, monitoring and reporting in the areas of cost, quality and quantity of service (3) the request for additional information (data) from clients on evaluation forms will not result in a reduction in the amount of return of these forms by the clients.

Seven data collection instruments were utilized by the M.I.S. None of these were developed specially for this system, although two were revised to collect additional data elements[1] or eliminate data elements that were not needed for the system.

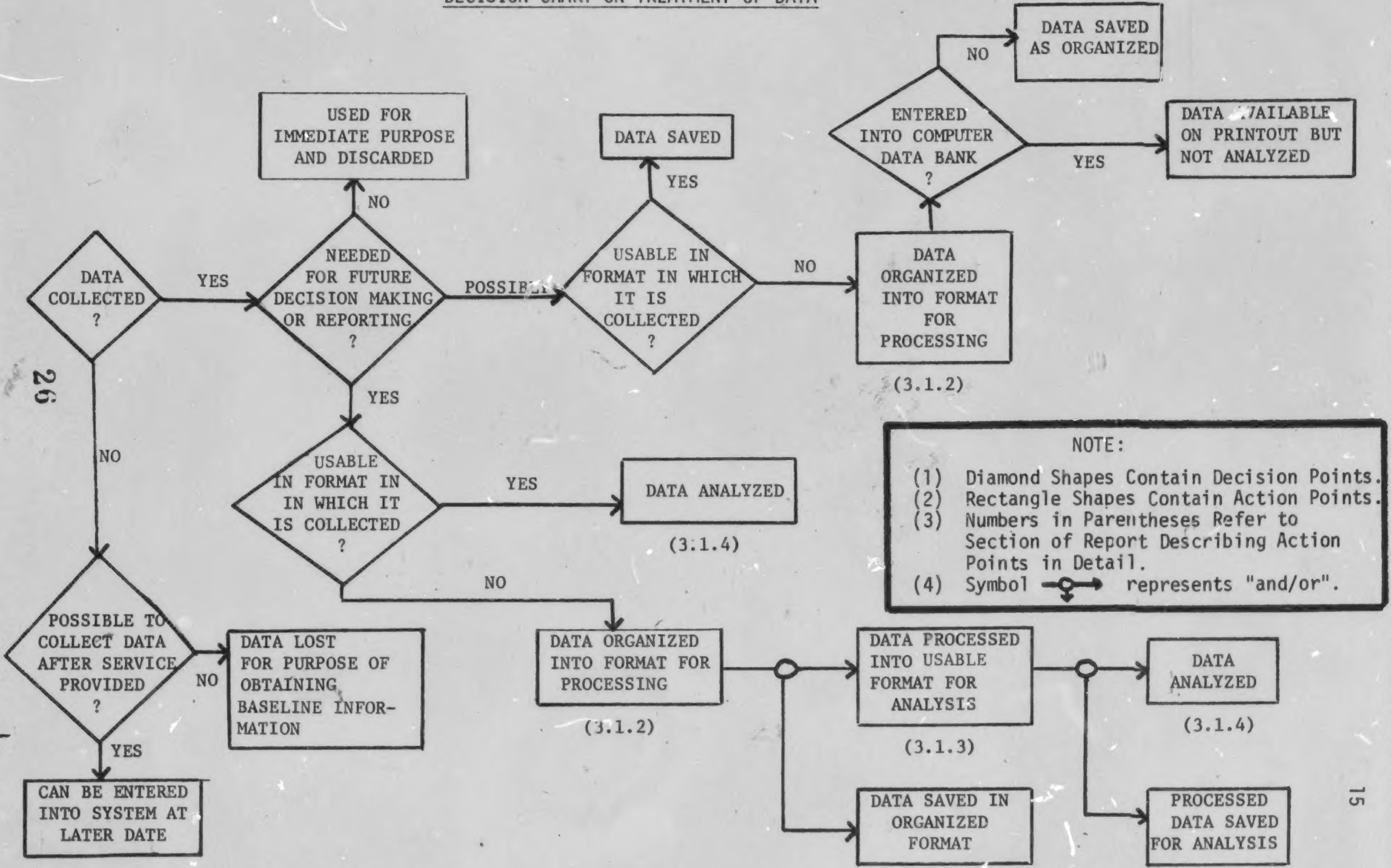
Table 1 provides a description of each of these forms, including (1) their purpose, (2) the data elements contained within them, (3) when they were first used and (4) the number processed within the practicum. (Appendix reference numbers are given within the table to direct the reader to an example of each form.)

---

[1] A data element is one piece of information from a data collection form. (e.g. A search request form contains the data element -- "client's school district.")

FIGURE 4

DECISION CHART ON TREATMENT OF DATA


DATA COLLECTED ?
YES
NO
NEEDED FOR FUTURE DECISION MAKING OR REPORTING ?
NO
USED FOR IMMEDIATE PURPOSE AND DISCARDED
POSSIBLE
USABLE IN FORMAT IN WHICH IT IS COLLECTED ?
YES
DATA SAVED
NO
DATA ORGANIZED INTO FORMAT FOR PROCESSING
(3.1.2)
ENTERED INTO COMPUTER DATA BANK ?
NO
DATA SAVED AS ORGANIZED
YES
DATA AVAILABLE ON PRINTOUT BUT NOT ANALYZED
YES
USABLE IN FORMAT IN IN WHICH IT IS COLLECTED ?
YES
DATA ANALYZED
(3.1.4)
NO
DATA ORGANIZED INTO FORMAT FOR PROCESSING
(3.1.2)
DATA PROCESSED INTO USABLE FORMAT FOR ANALYSIS
(3.1.3)
DATA SAVED IN ORGANIZED FORMAT
DATA ANALYZED
(3.1.4)
PROCESSED DATA SAVED FOR ANALYSIS
POSSIBLE TO COLLECT DATA AFTER SERVICE PROVIDED ?
NO
DATA LOST FOR PURPOSE OF OBTAINING BASELINE INFORMATION
YES
CAN BE ENTERED INTO SYSTEM AT LATER DATE

NOTE:

(1) Diamond Shapes Contain Decision Points.
(2) Rectangle Shapes Contain Action Points.
(3) Numbers in Parentheses Refer to Section of Report Describing Action Points in Detail.
(4) Symbol —o→ represents "and/or".

TABLE 1

Display of Data Collection Instruments' Purposes, Contents and Initiation Dates, and Total Numbers of Each Instrument Processed Within Practicum Period

DATA COLLECTION INSTRUMENT	(1) PURPOSE OF INSTRUMENT	(2) DATA ELEMENTS CONTAINED	(3) WHEN INITIATED	(4) TOTAL # PROCESSED
Search Request Record Form Appendix C	Used to record information from client as to information needs. Provides instructions for researcher (Data Bank Check List) and provides for researcher evaluation of resource availability. Also gives processing instructions (e.g. how to be delivered, etc.).	(1) Reference #, (2) Date of Request, (3) Date sent, (4) Client's Name, (5) Client's Position, (6) School/Agency, (7) District/Organization, (8) Grade Level, (9) If first time user, (10) If microfiche desired, (11) Topic of Search, (12) Reason for Request, (13) Topic Code, (14) Data Bank Checklist, (15) Resource Availability, (16) Value of Printouts Related to ERIC documents, (17) Value of Printouts Related to Periodical Citations, (18) Delivery Method, (19) Person Taking the Request, (20) Person Who Made the Search, (21) Person Checking Search Quality Before Material Sent to Client.	October 1972 (Revised	1,945
Search Evaluation Form Appendix D	Used to receive client's assessment of the value of the material as related to the request. Also provides client's evaluation of the specific materials received.	(1) Reference #, (2) Client's Name, (3) General Evaluation of Usefulness of Materials Received, (4) Evaluation of Specific Materials, (5) Reason for Not Using Microfiche--if received, (6) Evaluation of Amount of Material Received.	October 1972 (Revised	(Original) 655 (Revised) 205
Fastpak Request Form Appendix E	Used to record client request for specific Fastpak. Also used as circulation record (e.g. due date, etc.).	(1) Reference #, (2) Client's Name, (3) Client's Position, (4) Client's School, (5) Client's District, (6) Fastpak # (title), (7) Fastpak Level (Elementary, Secondary, etc.), (8) Date Sent, (9) Date Due, (10) If Returned, (11) If Evaluated	November 1973	1,605

Table Continued Next Page...

TABLE 1 (continued)

DATA COLLECTION INSTRUMENT	(1) PURPOSE OF INSTRUMENT	(2) DATA ELEMENTS CONTAINED	WHEN INITIATED	(4) TOTAL # PROCESSED
Fastpak Evaluation Form Appendix F	Used to receive client's assessment of the usefulness of the particular Fastpak and, if not useful, to determine why not. Also provides staff with information on how widely the Fastpak materials are disseminated within a school.	(1) Fastpak # (title), (2) Request # (reference #), (3) School, (4) District/Organization, (5) Position Held By Client, (6) Grade Level, (7) Rating of Usefulness of Contents, (8) Reason If Rating Not Satisfactory, (9) Whether Materials Shared With Others, (10) Whether Materials Have Been Duplicated, (11) Awareness of Other Services of Center, (12) Expected Use to be Made of Fastpak Information, (13) Other Comments to Improve Service.	Nov. 1973	601*
Computer Center Usage Report Appendix G	Provide office staff with data concerning use of computer.	(1) Month Being Reported, (2) Number of Individual Computer Searches Made Each Day, (3) Length of Time Used for Each Search, (4) Total Items Printed on Each Off-line Printout, (5) Total Charge for Each Search, (6) Daily and Monthly Total Charges.	March 1975	9
Research Staff Time Sheets Appendix H	Provides record of time research staff worked each day.	(1) Numbers of Hours Worked Daily.	1971	51
Tally Sheet of Searches and Fastpaks Sent to Clients Appendix I	Provides ongoing record of # of searches sent to clients, by month and client group.	(1) Number of Searches and Fastpaks Sent to Clients Per Month, (2) Numbers of Searches Made Per Month for Each Client Group.	1971	2

*Fastpak evaluations received in July and August 1975 were not processed.

3.1.2 Organization of Data

Collected data that will ultimately be analyzed (or saved for possible later analysis) can either be analyzed in the form in which it is collected or it must be organized for computer or manual processing. An example of the former is cost data on computer searching. This data requires little organization for analysis. There are only a few data elements per month related to costs of computer searching and these are easily organized and analyzed from their collection source.

At the other extreme, an analysis of the frequency of requests or the evaluation of regular searches requires considerable organization and processing of data before the analysis can be made. For example, an analysis of the evaluation of searches by the positions (elementary teacher, principal, etc.) of clients within a certain time period requires data from two sources -- the search request forms and the search evaluation forms. Within the period of April 1975 through July 1975, for example, there were 119 search requests and a total of 19 different positions of the clients making requests. A total of 61 evaluation forms were completed and returned by these clients. This requires processing 180 (119+61) different records with three different data elements (date, position, and evaluation) for a total of 540 data elements sorted by 19 positions and 5 levels of evaluation (on a 1 through 5 scale).

It would require the equivalent of a full time staff person for our staff to process the quantity of data within the number of formats that this Management Information System requires. On the other hand, through computer processing and simplified data collection and organization procedures[1], this system is presently being implemented (not including data analysis) by clerical staff who devote less than an average of twenty minutes per week on these operations.

Those data elements that have been collected and selected for data processing are organized into one of two data summary forms. One form is used to collect data on the regular searches and the other is used for data collection on the preassembled information packets (Fastpaks).

The original Search Data Summary Forms (See Appendix J) required that data from each search request and client evaluation be recorded on a separate page. When data from searches dating back to 1972 was being collected it was necessary to involve several staff members to compile it. In order that these staff members could work independently and simultaneously in recording the data, it was most efficient to have each search record compiled separately on a page and later placed in sequence in binders.

When the recording of search data finally caught up with the searches being performed at the time, a new Search Data Summary Form was developed (See Appendix K). The new form provides for several records to be listed on each page, which facilitates the process of entering the data into a computer.

---

[1] For example, the Fastpak Request Form is also used as the Data Summary Form simply by recording the client's evaluation of the Fastpak and coding the district and school on the same form. This is then photo copied and used for input into the computer.

Since additional data elements have been added since these new forms were devised, there will be another revision in order that the data can be recorded in the same sequence as it appears on the data collection forms. This will also require a reorganization of the computer program to assure that the sequence of the program and the new data input format are equivalent. The Fastpak Data Summary Form has not required revisions since its initial implementation.

Before data elements are recorded on a summary form they are coded in a numeric format that can be "read" by the computer. Each data element has its own specific numeric designation which was arbitrarily determined by me. An exception is those data elements relating to the identification of schools and districts. These had already been coded by the audiovisual service department of our office. It was appropriate to adopt this code since the Center staff has been using it in the process of distributing materials from the Center to the schools and district offices through this AV delivery system[1].

The numeric codes assigned to the data elements are presented in Appendix L.

The data elements that were eventually entered into the computer and a description of their coding is presented in Table 2.

---

[1] Schools in one district in the County are not served by County AV delivery. Therefore, codes for these schools had to be generated.

TABLE 2

Data Elements Organized and Used for Computer Processing on Search Data Summary Forms and Fastpak Data Summary Forms

(1) DATA ELEMENTS CODED AND RECORDED ON SEARCH DATA SUMMARY FORM (REVISED).

Data Elements Collected From Search Request Form:

Data Elements	Coding Process
Reference Number	4 digits - consecutively entered in order of requests
Month-Year Requested	4 digits - identifying month (2 digits) and year (2 digits)
School/Agency	3 digits - coded according to assigned number
District/Organization	3 digits - coded according to assigned number
Position of Client	2 digits - coded according to assigned number
Researcher	2 digits - coded according to assigned number
Microfiche Wanted?	1 digit - yes - 1, No - 2, Not Recorded - 0
First Time User?	1 digit - yes - 1, No - 2, Not Recorded - 0
Reason for Request	1 digit - Program Development - Classroom - 1, Program Development - Department - 2, Program Development - School - 3, Program Development - District - 4, Inservice Training - 5, Administration - School - 6, Administration - District - 7, Other - 8

Data Elements Collected From Search Evaluation Form:

Data Elements	Coding Process
General Evaluation	1 digit - Exactly what needed - 5, Quite Helpful - 4, Some Help - 3, Little Help - 2, Not Helpful - 1, Evaluation Not Received - 0
Journal Evaluation	1 digit - Good - 5, Fair - 4, Poor - 3, Not Read - 2, Not Provided - 1, Evaluation Not Received - 0
Document Evaluation	1 digit - Good - 5, Fair - 4, Poor - 3, Not Read - 2, Not Provided - 1, Evaluation Not Received - 0
Book Evaluation	1 digit - Good - 5, Fair - 4, Poor - 3, Not Read - 2, Not Provided - 1, Evaluation Not Received - 0
Microfiche Evaluation	1 digit - Good - 5, Fair - 4, Poor - 3, Not Read - 2, Not Provided - 1, Evaluation Not Received - 0
If Microfiche Not Read	1 digit - No Reader - 3, Too Difficult - 2, Other - 1, Not Indicated - 0

(2) DATA ELEMENTS CODED AND RECORDED ON FASTPAK DATA SUMMARY FORM

Data Elements Collected on Fastpak Request Form:

Data Elements	Coding Process
Reference Number	4 digits - consecutively entered in order of request
Month-Year Requested	4 digits - identifying month (2 digits) and year (2 digits)
School /Agency	3 digits - coded according to assigned number
District/Organization	3 digits - coded according to assigned number
Fastpak Number (Title)	2 digits - coded according to number of Fastpak title

Data Elements Collected From Fastpak Evaluation Form:

Data Elements	Coding Process
Evaluation of Fastpak	1 digit - 5 point scale from 5 (Very Useful) to 1 (Of No Use), Evaluation Not Received - 0

3.1.3 Processing of Data

The Contra Costa County Department of Education has available for the Information Center's use, a Data Point 2200 Computer. This computer is used primarily to process budget data for the school districts in the County.

Through the cooperation of the administration and the Department's business office, the Information Center has been able to establish a master file in the computer, dedicated to exclusive use by the Center's staff.

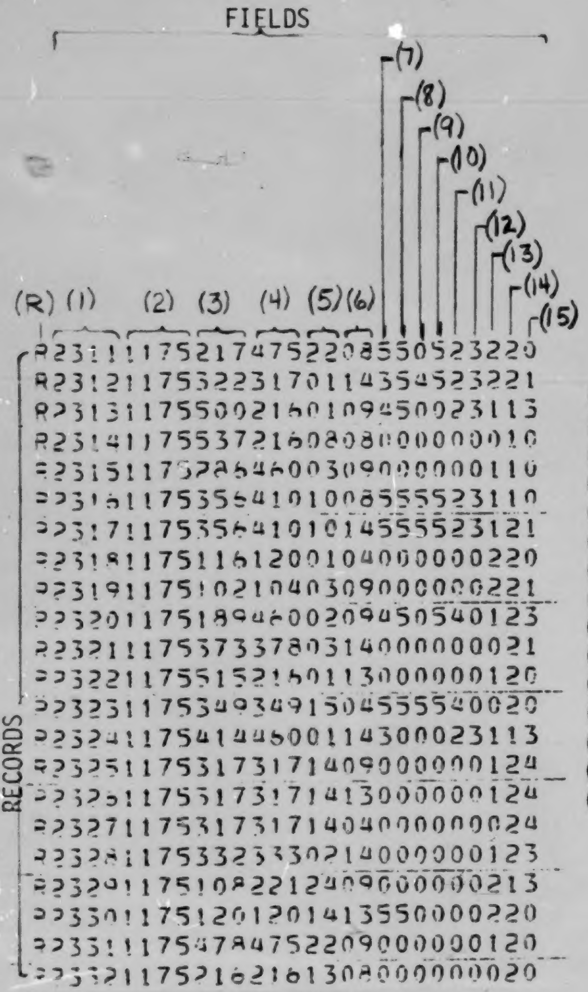
This master file holds all of the data elements that have been selected for computer processing. This data is obtained from the Search Data Summary forms and Fastpak Data Summary forms and is entered into the master file through a terminal located at the computer site. An example of a straight listing of regular search data as it is organized for processing within the computer is shown in Table 3. The data elements (now referred to as "fields") are identified in this table. (Each recorded search and Fastpak is referred to as a "record.") There were 1,943 regular search records and 1,566 Fastpak records entered into the master file by the end of November 1975.

A relatively simple computer program was written to sort these records by fields or combinations of fields. An example of a less complex sort would be to retrieve the reference number of each search made for client position #14 (District Superintendent). A more complex sort would be to retrieve the clients' evaluations of searches, who have used microfiche, within particular positions, within particular schools, within a district, within a specified time period.

This computer retrieval of processed data has been in effect since September 1975 and is now an integral part of the Management Information System.

TABLE 3

Section of Straight Listing (File Dump) Identifying Data Elements (Fields)


FIELDS
(R)
(1)
(2)
(3)
(4)
(5)
(6)
(7)
(8)
(9)
(10)
(11)
(12)
(13)
(14)
(15)
RECORDS

```
R231111752174752208550523220
R231211753223170114354523221
R231311755002160109450023113
R231411755372160808000000010
R231511752864600309000000110
R231611753564101008555523110
R231711753564101014555523121
R231811751161200104000000220
R231911751021040309000000221
R232011751894600209450540123
R232111753733780314000000021
R232211755152160113000000120
R232311753493491504555540020
R232411754144600114300023113
R232511753173171409000000124
R232611753173171413000000124
R232711753173171404000000024
R232811753323330214000000123
R232911751082212409000000213
R233011751201201413550000220
R233111754784752209000000120
R233211752162161308000000020
```

(R) - Identifies record as a regular search
(1) - Reference number
(2) - Month - Year
(3) - School/Agency
(4) - District/Organization
(5) - Position of person requesting
(6) - Researcher
(7) - General evaluation
(8) - Journal article evaluation
(9) - Document evaluation
(10) - Book evaluation
(11) - Microfiche evaluation
(12) - Why microfiche not used
(13) - Microfiche requested?
(14) - First time user of service?
(15) - Reason for request

3.1.4 Analyzing The Data

Data analysis can take several forms. In its most simple form, a single piece of data or several similar data elements can be judged as to their accuracy and relevance and reported to someone in the form in which they were originally collected. An example of this is the data collected on the tally sheet indicating the numbers of searches and Fast-paks sent to clients each month. Analysis of this information consisted simply of comparing the monthly totals to assess the variations in monthly service and comparing the totals with similar months in previous years.

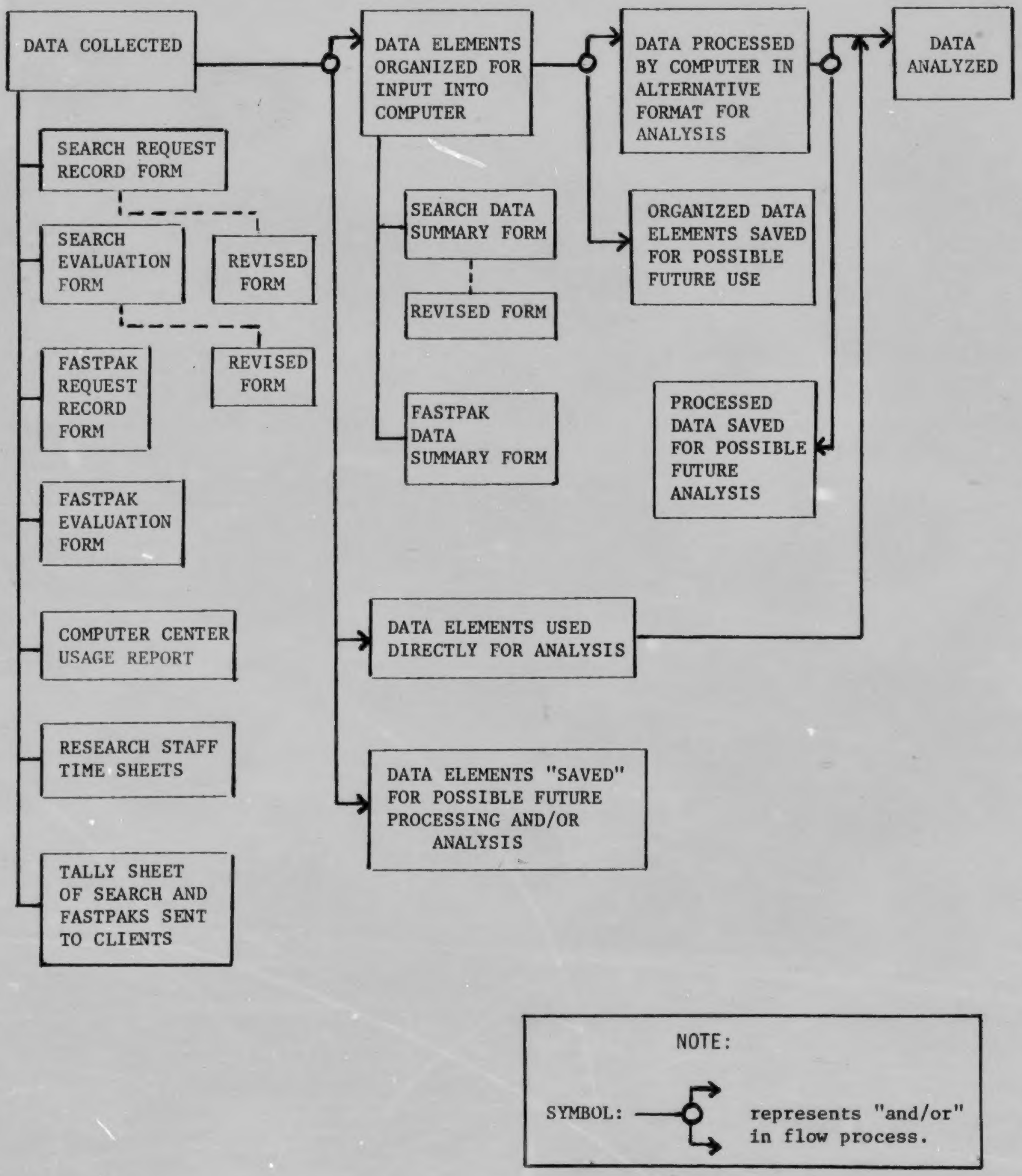
An example of a more sophisticated form of analysis is that in which several, disparate data elements are combined and/or compared (1) to assess the effects of certain variables (such as operational changes or actions) on the effectiveness of the operations or services of an organization or (2) to suggest operational changes that could positively effect the operations and services of an organization.

The data analysis procedures used in this practicum (and Management Information System) called for both of these levels of sophistication. The procedures used depended on the kinds of data being analyzed and the purposes for which it was being analyzed.

Data analysis represents the end product of the other three processes of the Management Information System -- data collecting, organizing and processing. The flow chart presented in Figure 5 illustrates the relationship of these three processes to data analysis and indicates the instruments used to collect and organize the data.

FIGURE 5

Flow Chart of Processes in the Implementation of the Management Information System and Instruments Used Within the Collection and Organization Processes


DATA COLLECTED
SEARCH REQUEST RECORD FORM
SEARCH EVALUATION FORM
REVISED FORM
REVISED FORM
FASTPAK REQUEST RECORD FORM
FASTPAK EVALUATION FORM
COMPUTER CENTER USAGE REPORT
RESEARCH STAFF TIME SHEETS
TALLY SHEET OF SEARCH AND FASTPAKS SENT TO CLIENTS
DATA ELEMENTS ORGANIZED FOR INPUT INTO COMPUTER
SEARCH DATA SUMMARY FORM
REVISED FORM
FASTPAK DATA SUMMARY FORM
DATA PROCESSED BY COMPUTER IN ALTERNATIVE FORMAT FOR ANALYSIS
ORGANIZED DATA ELEMENTS SAVED FOR POSSIBLE FUTURE USE
PROCESSED DATA SAVED FOR POSSIBLE FUTURE ANALYSIS
DATA ANALYZED
DATA ELEMENTS USED DIRECTLY FOR ANALYSIS
DATA ELEMENTS "SAVED" FOR POSSIBLE FUTURE PROCESSING AND/OR ANALYSIS
NOTE:
SYMBOL:
represents "and/or" in flow process.

Sections 3.2 through 3.4 describe how processed and/or collected data was used for analysis in implementing changes and measuring the effects of the changes in the three areas of cost, quality, and quantity of service.

3.2 Application of the Management Information System to the Operations of the Information Center in the Area of Improving the Quality of Service

3.2.1 Processing and Analyzing Data Relating to Quality of Regular Searches

An evaluation form is enclosed with the information compiled for the client. The client is requested to complete the form and return it with the materials. The original evaluation form, used until April 1975, requested that the client evaluate the service on a three level range -- Highly Relevant, Satisfactory or Irrelevant.

The original practicum proposal suggested that improvement in service quality might be affected by matching the clients' evluations of searches with (1) the researchers who performed the searches, (2) the subject fields of the searches or (3) the client groups (elementary teachers, principals, etc.) for whom the searches were made. If these matches were made between the search results and these variables, it had been assumed that optimum search assignments could be made between particular researchers and particular client groups and/or subject fields.

In April, I tabulated the evaluation results from forms returned by clients within the period of October 1972 through March 1975.

The following table presents the data obtained from this tabulation:

TABLE 4

CLIENT EVALUATION OF REGULAR SEARCHES FROM OCTOBER 1972 THROUGH MARCH 1975

(1)	No. of Searches Sent to Clients	1449
(2)	No. of Evaluation Forms Completed and Returned by Clients	655
(3)	No. of Searches Rated "Highly Relevant"	409
(4)	No. of Searches Rated "Satisfactory"	238
(5)	No. of Searches Rated "Irrelevant"	8

ANALYSIS OF DATA AND CONCLUSIONS

(1) There appeared to be a generally high level of satisfaction regarding the service by those clients who completed the evaluation forms. This is indicated by 62.3% of the clients rating the materials received as "Highly Relevant," 36.3% rating the materials as "Satisfactory" and 1.2% rating the materials as "Irrelevant."

(2) Forty-five percent (45%) of the searches provided to the clients were evaluated by them. This is a reasonable return, considering the clients have no vested interest in the evaluation results.

(3) Many evaluations were accompanied by qualifying comments that gave an indication that only three given choices for a response delimited a more accurate evaluation. (See Appendix M)

(4) The data results did not indicate the necessity to make operational changes to improve service quality. This was partially due to the inadequacy of the instrument to assess differing degrees of service quality.

IMPLICATIONS OF ANALYSIS RELATING TO THE MANAGEMENT INFORMATION SYSTEM

(1) The three level rating scale did not adequately allow for accurate evaluations by all clients and was not sensitive enough to be used to assess such variables as differences in quality of service related to the positions of persons requesting the service, the month that the service was provided, etc. The rating scale needed to be expanded to at least a five choice level.

(2) With only a 45% evaluation return, the Center was losing 55% of other needed data that was on that form, including whether or not the client was a first time user as well as the reason for the client's request. This data would have to be

obtained from another source.

(3) Data obtained from the clients assessment of response time was not of value to the staff. This provided a subjective assessment by the client and reflected his needs rather than the realities of time constraints on the Center's operations. Since the data would not be used, it should not add to the length of the evaluation form.

IMPLEMENTATION OF CHANGES RELATED TO ASSESSING THE QUALITY OF REGULAR SEARCH SERVICES

(1) The general rating of the materials is now on a five level assessment scale. This should provide a more sensitive instrument to analyze the casual relationships between the quality of the search results and the variables that could affect the quality.

(2) "First time user" data and the "reason for the request" is now recorded on the revised Search Request Form assuring the collection of this data.

(3) A quality assessment is now made by the client of the types of materials provided (books, documents, microfiche, etc).

(4) The form does not request a "response time" assessment.

(5) Each form is attached with an eye-catching reminder to fill out the form before returning the materials to the Center. (See Appendix N)

IMPLEMENTATION OF THE REVISED SEARCH EVALUATION FORM WITHIN THE MANAGEMENT INFORMATION SYSTEM

Data is now collected with the revised evaluation form and has been organized and computer processed for the period of April through November.

The following table displays the Information Center's "report card" for this time period, indicating the total frequency of ratings in each of the five levels (0 representing no evaluation provided):

TABLE 5[1]

```
SUMMARY OF ALL EVALUATIONS - APRIL THRU NOVEMBER 1975

.............................................................

          EVALUATION

            0       235
            1         1
            2         4
            3        32
            4       101
            5        67

TOTAL ITEMS INCLUDED IN THIS REPORT =     440
```

ANALYSIS AND CONCLUSIONS FROM EVALUATION SUMMARY OF ALL SEARCHES FROM APRIL 1975 THROUGH NOVEMBER 1975

(1) The average total rating by clients of the general usefulness of materials received was 4.1 (on a scale of 5 as a high score to 1 as a low score).[2] This indicates that the average rating from the clients who completed the evaluation form was that the materials were somewhat better than "quite helpful."

(2) Out of 440 searches provided to clients, 205 of these were evaluated. This represents a 47% return of evaluation forms and indicated that the criteria established in the practicum proposal for maintaining the quantity of evaluation returns has, to this date, been met.

---

[1] Photocopied from computer printout.

[2] The calculations made from a computer printout of this data are shown in Appendix O.

The data from the revised Search Evaluation Form has been processed in other formats that are required for analyses. Some of these formats as retrieved on computer printouts are the following:

(1) Summary of Evaluations by month (Appendix P).

(2) Summary of evaluations listed according to researcher working on the searches (Appendix Q).

(3) Summary of evaluations by position of the person receiving the searches (Appendix R).

The frequency of these evaluation responses within the variables (data categories) is not yet sufficiently high enough to draw conclusions from the processed data. Furthermore, it is also too early to determine if the revised evaluation instrument is sensitive enough to differentiate service quality within these variables.

3.2.2 Processing and Analyzing Data Related to the Quality of Pre-Assembled Information Packets (Fastpaks)

As with regular searches, evaluation forms are included with Fastpak materials sent to clients. These forms, which have been used since November 1973, have been satisfactory for the purpose of the Management Information System and have not required revisions. There has been a 47% return of these forms from 1973 to the present.

There were a total of 409 evaluation forms received for the 44 packet titles. In order to determine which, if any, Fastpaks needed revision, I tabulated each client's evaluation (made on a 5 through 1 scale) of each title for the period of November 1973 through June 1975.

Table 6 displays the mean scores received by each Fastpak title. The table also includes the numbers evaluated within each title.

TABLE 6

Mean Scores of Client Evaluations by Fastpak Title Number
Within the Period of November 1973 Through June 1975

Fastpak No.	Mean Score	(Total Evaluated)	Fastpak No.	Mean Score	(Total Evaluated)	Fastpak No.	Mean Score	(Total Evaluated)	Fastpak No.	Mean Score	(Total Evaluated)
* 1	2.8	(9)	12	4.0	(22)	23	4.2	(8)	34	3.8	(21)
2	3.5	(7)	13	3.7	(9)	24	3.6	(18)	35	4.4	(10)
3	3.5	(9)	14	3.4	(9)	25	3.5	(4)	36	4.6	(9)
* 4	2.8	(12)	15	4.0	(9)	*26	2.6	(9)	37	3.4	(4)
5	4.1	(8)	16	4.1	(12)	*27	2.8	(6)	*38	2.6	(5)
6	4.2	(12)	17	4.0	(6)	28	4.5	(10)	39	4.5	(4)
* 7	2.4	(5)	18	3.5	(13)	29	3.6	(14)	40	4.5	(15)
8	3.7	(8)	19	3.5	(7)	30	4.1	(6)	41	5.0	(2)
* 9	2.8	(11)	*20	2.5	(4)	31	3.6	(13)	42	5.0	(2)
10	4.0	(6)	*21	2.4	(5)	32	4.0	(8)	43	3.3	(15)
11	3.8	(10)	22	3.6	(6)	33	4.0	(20)	44	4.0	(8)

*Titles receiving mean scores below 3.0

Fastpak Revisions Based on Evaluation Data

In July and August, 1975 the Center staff reviewed the client's remarks (provided for on the evaluation forms) of all Fastpak titles rated with a mean score below 3.0. There were a total of nine in this category. These Fastpaks were then revised and updated or withdrawn from circulation. When possible, new and more relevant materials were added and less relevant materials were deleted.

In some cases, the staff decided that certain Fastpaks could not be improved sufficiently and they were removed from the Fastpak listing.

One Fastpak (#31) was withdrawn despite a satisfactory numeric rating because of numerous negative comments that were checked by the client (without an accompanying rating) on the form. (See Appendix S)

It was noticed that in some cases Fastpaks were ordered by clients who taught on a different level than that for which the Fastpak was intended. To prevent clients from doing this unintentionally, the staff separated the titles by levels (elementary, intermediate and secondary) and printed them on separate sheets. (See Appendix T) These titles are now given to clients, selectively, according to their appropriate levels.

IMPLEMENTATION OF FASTPAK EVALUATION DATA WITHIN THE MANAGEMENT INFORMATION SYSTEM

Another assessment was made in December of the evaluations of Fastpaks requested during the months of September through November. By September the Fastpak revisions and deletions had been completed.

These evaluations were processed by the computer. (See Appendices U and V for examples of computer data output.)

Table 7 displays the results of the client evaluations for the period of September 1975 through November 1975.

TABLE 7

Mean Scores of Client Evaluations by Fastpak Number Within The Period of September 1975 Through November 1975

Fastpak No.	Mean Score	No. Evaluated	No. Requested	Fastpak No.	Mean Score	No. Evaluated	No. Requested	Fastpak No.	Mean Score	No. Evaluated	No. Requested
1	4.4	(7)	23	18	4.0	(2)	16	35	4.8	(4)	11
2	4.3	(7)	15	19	4,0	(7)	13	36	5.0	(1)	9
3	Discontinued			20	5.0	(1)	4	37	5.0	(1)	5
4	Discontinued			21	(–)	(0)	1	38	4.0	(1)	4
5	4.6	(7)	14	22	4.5	(5)	9	39	(–)	(0)	5
6	3.8	(5)	23	23	3.0	(2)	7	40	5.0	(1)	6
7	Discontinued			24	4.1	(7)	16	41	4.3	(3)	11
8	3.7	(3)	10	25	4.2	(5)	11	42	4.5	(2)	6
9	4.2	(6)	20	*26	2.5	(4)	12	43	3.1	(20)	65
10	3.8	(9)	21	27	Discontinued			44	4.0	(7)	14
11	3.7	(3)	9	28	5.0	(3)	6	45	4.0	(5)	9
12	3.9	(16)	44	29	3.0	(1)	6	46	(–)	(0)	7
13	4.0	(2)	2	30	4.0	(4)	10	47	5.0	(1)	7
14	3.5	(2)	9	31	Discontinued			48	(–)	(0)	6
15	4.0	(2)	6	*32	1.0	(1)	2	*49	2.5	(2)	4
16	3.6	(5)	12	33	3.1	(10)	39	50	(–)	(0)	2
17	5.0	(1)	4	34	4.3	(13)	34	51	4.0	(2)	6

*Titles receiving mean scores below 3.0

ANALYSIS OF DATA AND CONCLUSIONS

Very few Fastpak evaluations had been received by December for those requests made in November. This accounted for the small frequency of evaluations of most titles. With the realization that an analysis based on so small a sampling is premature, the following analyses are made:

(1) The evaluations to date indicate that of the six revised Fastpak titles previously receiving poor evalutions (numbers 1, 9, 20, 21, 26 and 38) -- four (#1, #9, #20 and #38) had an acceptable rating; one (#26) still has an unacceptable rating; one (#21) has received no evaluations to date.

(2) Two additional Fastpaks have been rated as unacceptable -- #32 which previously had been rated as acceptable and #49, a new title.

No conclusions relating to quality can be safely drawn from this data because of the small frequency of evaluations per title. Monitoring of evaluations will continue as an on-going process of the Management Information System and ultimately a sufficient frequency of evaluations for each title will be obtained for reliable conclusions.

This monitoring process will be aided by the ability of the computer program to print out the reference numbers of each Fastpak evaluation that rated the Fastpak with a score lower than 3.0. The staff is able to periodically retrieve these evaluation forms through the reference numbers and assess if and what changes are needed for any given title. (See Appendix W for example of printout and Appendix X for a completed evaluation form referred to by reference number on the printout.)

3.3 Application of the Management Information System to the Operations of the Information Center in the Area of Increasing the Amount of Service

3.3.1 Processing and Analyzing Data Relating to the Use of the Center's Services

Prior to the implementation of the Management Information System the only records maintained of client use of services were tally sheets indicating the number of searches and Fastpaks sent to clients within each month. The tally marks are also positioned under the general headings of agencies and client groups within the agencies. (See Appendix Y) These headings did not identify specific districts or specific client groups (e.g. elementary teachers, etc.)

Information about the amount of service provided to clients is obtained from two sources -- the search request forms that indicate the month the searches are requested and the above mentioned tally sheets that indicate the month that the searches are sent to the clients. Both kinds of data are necessary for the Management Information System.

Table 8 indicates the discrepencies between the number of searches requested in a month and the numbers of searches sent within the same month:

TABLE 8

Example of Number of Search Requests Made in Three Months and Number of Searches Sent to Clients Within the Same Months

Month/Yr	No. Requests	No. Searches Sent to Clients
10/74	109	85
11/74	79	93
12/74	46	60
(Totals for 3 Month Period)	234	238

Attention must be given to selecting the data that is most valid in analyzing the Center's operations. For example, comparing researcher time with searches sent per month tended to be the most valid comparison since there is a very short interval between the researcher's work on a search and when the search is sent to the client. On the other hand, a comparison of computer costs with the number of searches requested each month is appropriate, since the computer searches are made soon after the request.

Initial Processing and Analysis of Service Requests

In July, I tabulated the search requests made for the period of October 1972 through June 1975. As specified in the practicum design, a user analysis was made to determine (1) the degree in amount of service being requested by districts and by schools within the districts and (2) the proportionate use of the service by positions within the districts.

The rational for this analysis was that since most users were repeat users, by identifying non-user districts, schools and client groups (positions) the Center could increase the amount of service use by selectively soliciting these identified non-users.

Since the computer processing program was not yet operational, the initial processing had to be done manually. The total number of searches compiled on the Search Record Forms was 1,592. In order to be able to process and analyze a reasonable amount of data within a reasonable time for the practicum proposal addendum, I selected three unified (K-12) school districts for the analysis. These were the largest district in the County (student population - 47,704), a "medium size" district (student population - 10,157), and a relatively small district (student population - 1,931).

A summary of the processed data for the small district is presented in Table 9.

TABLE 9

Display of Use of Search Service by Client Position in Schools in a Small District From 10/72 Through 6/75

School	Elementary Teacher	Intermediate Teacher	Secondary Teacher	School Support Staff	School Administrator	District Administrator	Totals
District Office (206)	-	-	-	-	-	5	5
204	0	-	-	2	0	-	3*
208	9	-	-	2	2	-	13
200	-	-	1	3	1	-	5
212	2	2	-	0	0	-	4
213	-	-	0	0	0	-	0
TOTALS	11	2	1	7	3	5	30

*One position not reported

Analysis and Conclusions from Use Data of Small District

(1) The use by position for the total district appears fairly proportional between positions and the probable total number of personnel in those positions.

(2) Secondary level use is low.

(3) The Continuation High School (#213) has not made use of the service.

(4) Teachers in one elementary school (#204) have not made use of the service.

(5) The use of the service by the total district is low.

Probably general solicitation of service to all schools in the district would be the most appropriate method to increase service since the use by the total district is low.

A summary of the processed data for the "medium size" district is presented in Table 10.

TABLE 10

Display of Use of Search Services by Client Position in Schools in a Medium Size District from 10/72 Through 6/75

School	Elementary Teacher	Intermediate Teacher	Secondary Teacher	School Support Staff	School Administrator	District Administrator	Totals
District Office (378)	-	-	-	-	-	28	28
392	0	-	-	0	0	-	0
375	3	-	-	1	0	-	4
376	1	-	-	3	0	-	4
372	3	-	-	0	0	-	3
384	6	-	-	1	2	-	9
370	7	-	-	1	0	-	8
364	0	-	-	-	0	-	0
371	1	-	-	1	0	-	2
382	1	-	-	2	0	-	3
374	-	2	-	1	4	-	7
380	-	3	-	0	0	-	3
386	-	1	-	1	0	-	2
390 (K-8)	3	5	-	0	0	-	8
373	-	-	9	6	1	-	16
367	-	-	0	2	0	-	2
388	-	-	14	4	0	-	18
368	-	-	19	23	0	-	42
TOTALS	25	11	42	46	7	28	159

Analysis and Conclusions from Use Data of Medium Size District

(1) Proportionately very low use by elementary teachers.

(2) Proportionately high use by school support staff and district administrators.

(3) Very low use by school level administrators.

(4) Two elementary schools have not used the service (#364 and #382).

(5) Relatively high use of service by total district.[1]

Solicitation of service should be directed primarily to the instructional staff at the elementary and intermediate level and also to the school level administrative staff.

Analysis and Conclusions from Use Data of Large District

An in-depth analysis was made of service use within the period of October 1972 through June 1975 in the largest school district in the County. The use of service by position was compared with the total number of persons in that position within the district. The processed data and subsequent analysis and conclusions are presented in Appendix Z.

The primary purpose for making this initial user analysis of these three districts was to acquire information from which I could formulate possible activities and objectives related to increasing the use of the Center's services. These activities and objectives had to be determined at this point in order that they could be incorporated within the revised practicum design and reported in the proposal addendum.

---

[1] The school population in this district is 6% of the total school population of school districts in the County. The number of search requests (159) represents 10% of the total requests (1,592) from clients in the County.

On the basis of these preliminary analyses, I formulated an objective to increase the Center's services in all districts in the County within the 1975-'76 school year by at least 20% over the 1974-'75 school year. Since the practicum report was to be submitted prior to the end of the '75-'76 school year, the user data collected within the practicum period should indicate the probable attainment of this objective. A second objective was also formulated; this was to assure that all identified non-user shcools had made use of the service by November of 1975.

The suggested activities to reach these objectives included staff visitations to non-user schools and selective solicitation through informational flyers to particular client groups such as principals or counselors within a district who have not made extensive use of the service.

Implementation of the Management Information System Related to Assessing Client Use of Services

By the end of August, 1975 there was fairly complete data on regular search requests and evaluations and Fastpak requests and evaluations that had been organized and was ready for processing, covering the period of October 1972 through June 1975.[1]

In order that I might assess the total use of the Center's services, both regular search and Fastpak requests were used. The processing involved sorting the number of services for schools within districts. (See Appendix XX for the computer print-out displaying this data). The sorted data giving the number of search requests per school was then transferred to a District School Coding sheet from which I could discover which schools had not used the service. (See Appendix AA). The printout does not list a school if a request has not originated from it.

---

[1] Although client request data was available for July and August, it was not entered into the computer until most of the evaluation forms relating to these requests had been received from clients and organized for computer input with the request data.

Table 11 presents (1) a summary of this data (2) percentages of district use compared to both student enrollment and use by all districts and (3) percentages of schools not using the service within the districts.

Analysis of District Use of Service from Computer Porcessed Data

(1) Sixteen of the nineteen districts are using the service in relation to their proportionate size (student enrollment).

(2) One district (#378) uses the service significantly more in relation to its proportionate size.

(3) Two districts (#216 and #550) use the service significantly less in relation to their proportionate size.

(4) Two district (#216 and #236) have a significantly high % of non-user schools.

(5) There is a total of 30 schools not using the service.

Conclusions Made from the Analysis Relating to the Implementation of the Practicum

This data provided more direction for the practicum activities than the manually processed data analyzed previously. This was because this information gave a broader focus on the use of the total service by all of the districts.

Only two districts showed significantly low use of the Center's services (in relation to their size). Special efforts would have to be

TABLE 11

Summary of Computer Processed Client Use Data for Period of October 1972 Through June 1975 Presenting % of District Use Related to Total Use by All Districts, % of District Population Related to Total Student Population in All Districts in County and % of Schools Not Using Service Within Each District.

District	Total # Services Requested	% Of District Use Related to Total Use By District in County	% of District Population Related to Total School Population in County 1	# Schools in District	# Schools Not Using Service *	% Of Schools Not Using Service
460	640	29%	30%	62	5	8%
216	357	16%	27%	63	17	27%
550	58	3%	9%	3	0	0
378	258	12%	6%	18	1	6%
140	122	5%	5%	12	1	8%
401	93	4%	5%	7	1	14%
176	132	6%	4%	12	2	17%
236	84	4%	3%	10	3	30%
349	70	3%	2%	10	0	0
410	83	4%	2%	9	0	0
317	88	4%	2%	7	0	0
333	75	3%	2%	4	0	0
206	44	2%	1%	5	0	0
104	39	2%	1%	2	0	0
107	28	1%	1%	3	0	0
120	36	2%	1%	2	0	0
110	14	1%	.2%	1	0	0
114	7	.3%	.2%	1	0	0
330	7	.3%	.02%	1	0	0
TOTALS	2235	101.6%**	101.4%**	232	30	13%

*Evening high schools are not included since staff usually designate their regular high school as the location where materials are to be sent.

**Percents exceed 100% because addends rounded to nearest whole number or nearest tenth or nearest hundredth.

1 Total student population in districts in Contra Costa County is 157,390.

directed to these districts to see that the use increased. One of these districts also had a high percentage of non-user schools . It was reasoned that by directly contacting these schools to encourage their use of the service, the total district use would be positively affected. The other district was the Community College District. Low use by this district could be partially attributed to the fact that one campus (school) had used the service only twice. This was significant, since this school has a student population (8,345) which is larger than the student population in fifteen (15) of the nineteen (19) district in the County.

Because of the high number of non-user schools (30), some means besides staff visitations (as suggested in the practicum addendum) had to be used to solicit their use. Because of the time constraints imposed by the practicum time-frame, few of these schools could have been visited in time for any results to be measured and reported within the practicum report.

Since sixteen (16) of the nineteen (19) districts showed a frequency of use in close proportion to their size, the staff could use a general means of soliciting service that would reach all users within the districts.

The expenditure of time and resources to contact particular low user client groups within the schools in these districts was probably not the most effective way to assure the attainment of the practicum objective -- to increase the use of service in districts by 20% over the previous year. This should, however, be a long range strategy of the Center since the identification of these groups is easily attained through the

Management Information System.

Activities Performed Related to Increasing the Use of the Center's Service

(1) Letters were sent to the principals of the non-user schools explaining that the Center Staff would meet with the schools' faculty to describe the Center's services. A return form was included on the letter which could be returned through the A-V delivery system. (See Appendix BB)

Only seven (7) forms were returned by the principals to date. Two meeting dates were set within the Fall and the remainder will be held in the Spring.

(2) Letters were sent to the twenty-eight (28) non-user elementary schools (the other two non-user schools were Continuation High Schools). These letters were addressed to the principals and soliceted the use of the Center's services to the principal and staff. Examples of searches made for principals and elementary teachers were attached. (See Appendix CC)

(3) I met with the President and Dean of the "low use" Community College. Both were interested and appreciative of the potential resources that the Center had to offer to their staff. They expressed their intention of encouraging staff use of the services.

(4) Fastpak Title listings (previously referred to in Appendix T were sent to every teacher in the County. These were selectively distributed by level (Elementary, Intermediate, or Secondary).

(5) Articles concerning the Center's services were written and included in the September, October and November issues of the County Schools

Bulletin which is distributed to all public school educators in the County. (See Appendix DD)

(6) A special news item was written about the Center's services and sent to each district for inclusion in the districts' newsletter for teachers. To our knowledge, two districts used this article. (See Appendix EE for example of use in one district.)

Application of Management Information System to Measure Effects of Actions Taken to Increase Service

The months of September 1975 through November 1975 represented the measurement period to assess the effects of the actions taken to increase service. The data collected for this period was processed by the computer in the following formats:

(1) Total services (regular searches and Fastpaks) by school within district for period of 9/75 through 11/75. (See Appendix FF)

(2) First time users of regular searches within district within month (5/75 through 11/75). (Appendix GG)

A summary of selected, processed data is presented in Table 12 which lists the schools that did not use the service from October 1972 through June 1975 and the numbers of requests made from these schools within the period of September 1975 through November of 1975.

Table 13 displays the number and percent of non-user schools in districts after November 1975 compared with the number and percent of non-user schools in districts from the period of October 1972 through June 1975. This table also shows the percent of reduction of non-user schools in each district as well as the total reduction of non-user schools in all districts in the County.

Table 14 presents the number of first time users of the regular service within the months of May through December 1975 in the non-user districts as well as the totals of the non-users in all other districts. This data was summarized from the printout identified as Appendix GG.

Table 15 presents the total numbers of regular searches and Fastpaks requested by month in the school year July through June (1974-'75) and those requested in the months of July through December within the school year 1975-'76.

Results of Activities and Conclusions Relating to the Objectives of the Practicum in the Area of Increasing Quantity of Service

One of the objectives relating to increasing service quantity was to assure that all the identified non-user schools had made use of the service by November 1975. Thirty non-user schools were identified. The principals of these schools were sent letters in which I offered to send staff to the schools to explain the Center's services. Only seven reponded affirmatively, and dates were set after the practicum "measurement period" (September through November). Twenty-eight (28) of these non-users were elementary schools. Seventeen (17) of these were in one district (#216). Two of the thirty (30) non-user schools were Continuation High Schools. Neither of these made use of Center services by the end of November. After receiving little response from the initial letters, I sent another letter to these schools in which the services of the Center were described and examples of search request were given. By the end of

TABLE 12

Number of Service Requests From 9/75 Through 11/75 in Schools (Within Districts) Not Using Service From 10/72 Through 6/75

	SCHOOL #	# OF SERVICE REQUESTS FROM 9/75 - 11/75		SCHOOL #	# OF SERVICE REQUESTS FROM 9/75 - 11/75
DISTRICT #216	480	0	DISTRICT #460	282	3
	481	0		466	0
	484	2		182	7
	490	1		438	1
	492	5		468	0
	493	1			
	498	0			
	501	0	DISTRICT #176	150	5
	507	0		165	0
	510	0			
	515	1			
	517	0	DISTRICT #236	224	0
	518	4		242	1
	521	4		244	1
	522	2			
	523	1			
	525	10			

TABLE 13

Number and Percent of Non-User Schools in Districts After 11/75 Compared With Number and Percent of Non-User Schools in Districts From 10/72 Through 6/75

DISTRICTS WITH NON-USER SCHOOLS

DISTRICT	TOTAL # SCHOOLS IN DIST.	TOTAL # SCHOOLS NOT USING SERVICE 10/72-6/75	% OF SCHOOLS NOT USING SERVICE 1/72-6/75	TOTAL # SCHOOLS NOT USING SERVICE AFTER 11/75	% SCHOOLS NOT USING SERVICE AFTER 11/75	% REDUCTIO OF NON-USE SCHOOLS I DISTRICT
460	62	5	8%	2	3%	60%
216	53	17	27%	7	11%	59%
3/8	18	1	6%	1	6%	0%
140	12	1	8%	0	0%	100%
401	7	1	14%	1	14%	0%
176	12	2	17%	1	8%	50%
236	10	3	33%	1	10%	67%
Total # of Schools in County = 232		*30	*13%	*13	*6%	*57%

*County-wide totals

TABLE 14

Numbers of First Time Users of Regular Searches Within Months of August Through November, 1975 in Non-User Districts and Totals of First Time Users in All Other Districts

	1975							
"NON-USER" DISTRICTS*	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	TOTAL
460	6	3	2	3	11	9	8	42
216	2	3	3	0	8	0	11	24
378	3	0	0	0	4	9	5	21
140	0	0	0	1	2	2	1	6
401	1	0	0	1	1	4	2	9
176	0	0	0	1	3	4	1	9
236	0	0	0	1	1	0	0	2
Total in "Non-User" Districts*	12	6	2	7	30	28	28	113
Total in All Other Districts	3	5	3	5	14	19	11	60
Total All Districts	15	11	5	12	44	47	39	173

*A "Non-User" District is one in which one or more schools in the district have not used the service.

TABLE 15

Total Number of Regular Searches and Fastpaks Requested by Month for School Year 1974-75 and Those Requested in Months of July Through November Within School Year 1975-76

		1974-75			1975-76	
Month	Regular Searches	Fastpaks	Total	Regular Searches	Fastpaks	Total
July	38	17	55	33	39	72
Aug.	27	11	38	21	42	63
Sept.	57	62	119	62	208	270
Oct.	85	65	150	101	250	351
Nov.	93	54	147	114	209	323
Dec.	60	14	74			
Jan.	94	60	154			
Feb.	57	45	102			
March	70	48	118			
April	79	79	158			
May	58	69	127			
June	35	48	83			
TOTALS	753	572	1325	331	748	1079

November, seventeen (17) of the twenty-eight (28) elementary schools had requested services at least once. Ten (10) of these seventeen (17) schools were from district #216.

The total reduction in numbers of non-user schools was 57%. This was accomplished within three months. The period of non-use by these thirty (30) schools prior to these three months was thirty-three months (10/72 through 6/75).

The objective "to assure that all non-user schools made use of the service" was not attained. It will remain, therefore, as a longer term objective.

The news item that was prepared for district newsletters seems to have had a positive effect on acquiring new users of the Center's regular searches within the two districts that used the item (District #460 and #378). Table 14 indicates a high number of new users in district #460 in September when the newsletter was distributed. District #378 shows a high number of new users in October when their newsletter containing the news item was distributed.

The primary objective relating to service quantity was to increase the amount of service over the previous school year (1974-'75) by at least 20%. This objective should be achieved. There were a total of 1,325 service requests within the last school year. In the first five months of this school year, the Center has received 1,079 requests for service. To achieve the 20% increase, the Center must receive 511 requests in the remaining seven months. It appears very likely that the objective will be attained.

3.4 Application of the Management Information System to the Operations [illegible]he Information Center in the Area of Reducing the Costs of Service[1]

The original practicum proposal stated that other than salaries, [illegible]puter utilization and materials acquisition represented the largest operational costs. The strategies, based on this premise. were to (1) identify client groups who tended to be non-users of microfiche (ERIC Documents) and eliminate the computer costs associated with retrieving the microfiche for these client groups; and (2) reduce the costs of materials acquisition by identifying which materials are not being used. This would be determined by an analysis of client group usage, topic area usage and usage related to purpose of request.

A subsequent analysis of the costs of the Center's operations indicated that these strategies to reduce costs were based on faulty logic. I had arbitrarily eliminated staff costs and addressed only the costs of computer utilization and materials.

In reality, researcher costs represent the highest expenditures related to searches. Computer retrieval (including lease of terminal) ranked second and the costs of the microfiche subscription and accompanying indexes ranked third.

There are other costs both directly and indirectly related to searches that include photo-copying documents and purchasing periodicals and professional books. These cost, however, can be pro-rated among many users. The photo-copied materials are loaned and then filed for repeat use. The professional books and periodicals are used quite extensively by clients of the professional library.

---

[1] The M.I.S. was not used to determine where cost savings could be affected. It was used, however, to measure the effects of changes made as well as monitor operational costs, thereafter. (This is described in Section 3.4.3)

Another cost, normally associated with remote computer searching is telephone expense. All telephone costs are charged against a total County budget established by the County Board of Supervisors. Although our telephone costs must be accounted for, they are not charged to the County Department of Education's budget.

The two major variating expenditures, therefore, that are exclusively associated with the search services are computer and researcher costs. It is on these two cost areas that practicum activities have been focused.

3.4.1 Reducing Costs Through Operational Changes Related to Computer Searching

The two largest information sources (data bases) used by the Center staff to retrieve information for clients are the ERIC document data base and the C.I.J.E. data base.[1] Our Information Center (ACCESS) has the ERIC documents in a microfiche format (See appendix II). The Center also subscribes to over two-hundred journals regularly cited in C.I.J.E.

By the end of 1975 the ERIC system contained nearly 110,000 documents and over 120,000 journal article annotations. It has become virtually impossible to search these data bases manually, so our Information Center uses a video/keyboard display terminal and printer that retrieves these data bases from a commercial computer that has the ERIC holdings on computer tapes.[1]

---

[1] ERIC is an acronym for Educational Resources Information Center. C.I.J.E. are the initials for Cumulative Index to Journals in Education. The ERIC document data base and journal index are spoken of collectively as the ERIC system, although the journals have only been indexed in the system and are not literally part of the ERIC holdings. A short description of ERIC, published by the National Institute of Education is provided in Appendix HH. (Appendix II is part of this same publication.

There are two major costs incurred in computer retrieval. One is computer connect charges that are calculated by the second. These are incurred from the time our terminal (connected to the computer by telephone) enters the Information Center's identification code until the end of the transmission which terminates when the phone connection is broken.

The other cost associated with computer retrieval is that of obtaining off-line printouts. Although our Center has had a printer which could print out the information received by the computer, it had been infrequently used. This was because of the limited speed at which the terminal and printer could accept the transmissions from the computer. The connect time required to print the retrieved information with our terminal and printer was excessive. Therefore, we had the retrieved references printed out at the Computer Center and mailed to us. This process is called "off-line" printing. The charge for this service is ten cents ($.10) for each ERIC document or C.I.J.E. reference (print unit) that is cited. (See Appendix JJ for example of monthly costs.)

The major disadvantages of receiving printouts "off-line" are (1) the length of time between the computer search and the receipt of the printout from the Computer Center, and (2) our inability to assess the relevance of the items on the printout to the clients information request prior to obtaining the printout.

---

[1] Our Center subscribes for this service with Lockheed Information Sciences, a subsidiary of the Lockheed Corporation, located in Palo Alto, California. This organization is referred to in this report, hereafter, as the "Computer Center."

These disadvantages of obtaining printouts off-line caused problems relating to cost. These were as follows:

(1) Occasionally, clients needed information within a day or two of the request. In these cases, the delay in receiving printouts required the staff to either not use the ERIC and C.I.J.E. data bases or search them manually (which increased researcher time); or use the Center's printer which retrieved the printouts on-line (which increased computer connect-time costs).

(2) The delay in obtaining the off-line printouts resulted in the researchers having to interrupt the acquisition of materials for a search until the printout arrived. This resulted in additional time needed for the researchers to re-orient themselves to the nature of the search after receipt of the printout. Materials that had been previously acquired from the other data bases were frequently discarded in favor of more appropriate materials found from the printouts.

(3) When an off-line printout was received that had irrelevant items listed, another computer search had to be made. Frequently, an on-line printout would have to be obtained to prevent further delay in completing the search request. This meant the cost of computer searching for this request was more than doubled.

A possible solution to these problems was the acquisition of a higher speed terminal and printer. The terminal and printer we were using operated at a speed of 30 characters per second. For an additional lease charge of $59 per month the Center could acquire a terminal and printer that operated at a speed of 120 characters per second.

In July 1975, I proposed to the County Schools administration that a higher speed terminal be acquired. I reasoned that the increase in print speed would eliminate the need for off-line printing and the disadvantages associated with the process. I also alerted the administration to the probable resultant increase in computer connect-time charges, but assured them that the staff would take steps to minimize this increase.

The new terminal and printer was installed in the middle of August 1975. The Center staff then explored means by which the connect-time charges could be reduced. (See Appendix KK - Charges Without Off-Line Printing.)

The staff identified three potential areas of changes that could reduce retrieval costs -- (1) eliminating the use of the ERIC document data base, (2) reducing the computer time spent on each computer search and (3) reducing the number of computer searches made in relation to the total number of information searches made by the Center. The rationale for each of these changes and the subsequent actions taken were as follows:

(1) Eliminating the Use of the ERIC Document Data Base.

ERIC documents are available from our Center only in a microfiche format. The users of our service are not accustomed to using this print medium and often have difficulty in obtaining microfiche readers that are needed in order to read the materials. In spite of this, the Center has purposely provided microfiche to the clients at every opportunity in the hope that they would eventually accustom themselves to the format and would encourage their districts to obtain the necessary readers.

Since retrieval of appropriate microfiche documents is dependent on costly computer searching, it had to be determined if the clients were now accustomed to this format, were using it and were finding value in the written material itself. If this use was not evident, the computer costs of retrieving the microfiche as well as the costs of purchasing and maintaining this data base could be eliminated.

An analysis of microfiche use had been incorporated into the original practicum (and Management Information System) design. As a result, data had been collected on the revised Regular Search Evaluation Form to ascertain -- (1) if microfiche was provided, (2) the client's rating of its value and (3) if it was not read - why not? This data has been collected since April, but to date there has been an insufficient amount on which to make a decision to keep or eliminate the ERIC document data base. The data, thus far, does suggest that those clients who do use microfiche, consider it useful.

(2) Reducing the Computer Time Spent on Each Computer Search.

Although there was not sufficient data to make a decision on retaining the ERIC data base, there was evidence that many clients who received microfiche did not read it. The staff decided to discontinue its policy of promoting the use of microfiche. As of September, microfiche is now sent only to those clients who indicate that they wish to have it. This is determined at the time the search request is being made and is recorded on the Search Request Form.

When a client now indicates that he would not use the microfiche, the staff eliminates computer searching of the ERIC document data base, which reduces the searching time to retrieving only from the C.I.J.E. data base.

Another cost variable connected with computer searching is the time needed to print out the information on each individual document citation or journal citation. There are two printout formats that can be used. One is full text; the other is limited text.

In retrieving full text printouts, each citation on the printout contains, among other things, the title document number, author, length, and date of each document or journal article. In addition, the citations include a document abstract of up to 250 words or journal annotations of up to 50 words. (See Appendix LL.)

Using limited text retrieval each document citation contains only the title and the document number. (See Appendix MM). Journal annotations are not shortened in partial text format.

When the Center retrieved printouts off-line, all citations were in full text. Since acquiring the higher speed terminal, the staff has decided to retrieve only in the partial text format. This significantly reduces the computer connect time required to print out the citations.

This, however, put more of a time burden on the researchers, for even though the titles of ERIC documents are fairly descriptive of the contents, the researcher must, in many cases, read the abstract to determine the relevancy of the document to the client's needs.[1]

Since the researcher [illegible]id at a rate of $4.00 per hour and computer time costs are $25.00 per hour, the comparative time costs favored having the researcher read the abstracts from the indexes rather than from the printouts.

(3) Reducing the Number of Computer Searches Made Compared to the Total Number of Searches Made by the Center.

Information concerning each search made by the Center is recorded on a "search record card." (This practice was instigated prior to this practicum.) The search record cards are prepared and updated after each search. Each card has the date of the last time the topic was searched and contains the titles and/or identification numbers of the materials found for the search request. The cards are titled according to the topic being searched and are filed alphabetically according to this title. (See Appendix NN).

Although the search record cards identify the ERIC documents that have been selected for a search request, there is often a change of focus between two requests on a similar topic.[2] The documents selected from the printout and recorded on the record card that pertain to one focus might not apply to a similar topic with a different focus, although the original printout would contain document citations relevant to both requests. For this reason, the staff decided that the record card should refer the researcher not only to the document numbers but to the original printout. This is now being accommodated by recording an assigned number to each printout, keeping the printout in a file in numerical order and recording that number as well as the date of the printout on the search record card.

---

[1] Abstracts of the ERIC documents are printed in monthly indexes. These are readily available to the researchers in the Center.

[2] A search request, for example, on the topic of word analysis skills for remedial upper grade reading classes might focus on examples of tests available to test these skills. Another search on this same topic might focus on what research has indicated about the validity of the tests used to diagnose these skills.

The Information Specialist now can consult the record card and printout before deciding that a new or updated computer search is necessary for a given search topic.

This procedure was initiated in August. It is anticipated that as printout identifications are gradually added to each of the search record cards, there should be a significant decrease in the number of computer searches made in relation to the total number of search requests.

3.4.2 Reducing Costs Through Operational Changes Related to Researcher Time

The members of the research staff are hired on a part-time basis and paid according to the number of hours they work. These hours are ultimately determined by the number of search requests to be handled and the amount of time needed to satisfy each request.

Since one of the objectives of the practicum is to increase the number of search requests from clients, cost savings related to researcher time had to focus on a reduction in time required to perform the individual searches rather than on reducing either the number of researchers or the total number of hours that the researchers work.

The staff (including the researchers) made an analysis of all phases of the searching processes to determine what operational changes could be made to affect search time reductions. The following changes were considered and implemented:

(1) The Addition and Improvement of Information on Search Record Cards.

As mentioned in the previous section (3.4.1), search records are kept in order that the researchers can utilize previous search results for new searches that pertain to the same topic. These records are recorded on "5 x 8" cards and filed alphabetically by topic in a card file.

These records have been kept for several years and, consequently, many different researchers have recorded information on them. This has resulted in a lack of uniformity in topic descriptions that are used as titles. As a result, a record often could not be located by another researcher. This resulted in a researcher having to spend considerable time in needlessly duplicating the efforts that have been expended by others in gathering materials for a similar search.

To correct this problem, all topic titles are now determined and written on the cards by the Information Specialist, thus assuring a uniformity in describing topics. To further assure that the information will be available to the researcher, the Information Specialist now finds the appropriate record card as soon as a search request is taken and attaches the card to the request form.

In addition to including the identification of the computer printout (mentioned in section 3.4.1) the cards now indicate specific journals, publication dates and pages from which journal articles have been found. Previously only a number and file location was given to indicate that a particular number of journal articles were available within a certain file.[1] This required considerable researcher time to search through the file to locate the number of articles corresponding to the number that was given on the card. Occasionally, an article would have been taken from the file for another search. Without knowing the journal or publication date, the researcher had no way of locating the article. The few minutes required to add these article references has saved the next researcher, dealing with the same topic, an average of half an hour in locating these articles. (See Appendix 00)

After all materials have been collected for a search by the researcher, they are given to the Information Specialist for review. Often materials are deleted that may not be appropriate or other materials, known to the Information Specialist, are added. Previously the researchers entered the identification of materials on the record card prior to the review by the Information Specialist. This resulted in some materials being included on the card that were later judged as inappropriate. Similarly, materials that were added to the search by the Information Specialist were not recorded on the card. The process now calls for the researchers to record the search results on the card after the review.

---

[1] The information Center's document collection is organized by file title (ex.: "Evaluation," "Pre-School Education," etc .) Photocopied journal articles are placed within the appropriate titled file.

(2) Reorganization of the ACCESS Document Collection.

When the Information Center was first established, a document collection was started that contains materials that are not indexed in any other accessible data base. These materials include institutional reports, projects, manuals, surveys, etc. Another term used for these types of information is "fugitive materials." This collection is constantly growing in spite of a regular "weeding" of out-dated materials.

A problem in establishing a collection of this nature is that of assigning appropriate headings (file titles) within which the materials can be located. Once a title has been established and materials are indexed under that title it becomes a major task to change or eliminate the title if it later becomes obsolete or inappropriate. A title may have over one-hundred documents indexed within it. If the title is changed or eliminated each document must be re-assigned a new file location. This requires changing the file title on (1) the documents themselves, (2) on the documents' cataloged index cards, (3) on the documents' master index (pages sequentially filed in binders by assigned accession numbers) and (4) in the Center's catalog of holdings (MIDAS-Master Index to Documents in the ACCESS System). (See Appendix PP) This catalog is distributed to clients and is used extensively by the researchers.

Frequently requests for general information on a topic are received. In these cases it is often easier for a researcher to find appropriate materials by reviewing the total holdings within a file, rather than using the descriptors that have been assigned to a document[1] and finding its location through the MIDAS catalog or index file.

This process was hindered, however, by the selection of titles that have been given to the files over the years. For example, a researcher looking for general information on Environmental Education had to review the holdings in the following files: Air-Pollution Control, Conservation Education, Ecology, Natural Sciences, Nature Centers, Outdoor Education and Pollution.

In order to facilitate this review of materials by topic area, the Information Specialist and researchers re-organized the document collection by consolidating titles under more general headings. This was done in July and August, 1975. For example, the above examples of files are now under two topics -- Environmental Education and Ecology. This has considerably reduced the time needed for researchers to locate materials to answer requests for general information.

---

[1] Each document in the collection has been indexed with descriptors (index terms) that are used in the ERIC system.

3.4.3 Measuring Effects of Operational Changes Related to Costs

Some decisions and operational changes were made regarding cost savings without hard data, but with the background of having experienced certain problems and/or deficiencies in the Center operations.

It was known, for example, that there was considerable turn around time from when a computer search was made until the time the off-line printout was received at the Information Center. I knew that this interrupted the researchers' search processes but not at what cost per hour. I also knew that the information obtained from these off-line printouts was often irrelevant, but no records of the frequency of this had been kept.

The acquisition of the new terminal and printer could have conceivably resulted in higher costs per search in spite of the accompanying changes made to reduce these costs. Furthermore these costs would be very visible. The increase in terminal lease charges and the increase in computer connect time would not be associated with the less visible increased cost effectiveness of the computer searching process or the reduction in researcher time-per-search cost.

Fortunately, the Management Information System is able to provide this visibility in reductions in costs per search. By using collected data from researcher time sheets, the Computer Center's detail listing of each computer search cost and the numbers of search requests per month that have been processed as part of the Management Information System, I am now able to regularly monitor the costs of the Center's operations and measure the effects of any changes as they relate to costs.

Table 16 displays the average researcher cost per search from September 1974 through November 1975.

Table 17 displays the average computer costs per search from September 1974 through November 1975.

Table 18 displays the total costs, average total costs per search and percent of cost change for the months of September through November of 1974 and September through November of 1975.

The periods of September through November of 1974 and 1975 were used for cost comparisons. The practicum objective was to increase the number of search requests by 20% over the previous year while not increasing the total costs of service. To date, the total costs of service have decreased by 21%.

The data, as displayed in the tables indicate that reductions in costs have taken place within both areas of concern -- researcher costs and computer costs. The per search unit costs appear to follow a trend of reduction in the three "practicum measurement" months (September through November). This would be as expected, since some changes initiated in July and August have a cumulative effect.[1]

The changes made within the practicum period have not only resulted in a decrease in the operational costs but have increased the cost-effectiveness of the operations. These costs will be continuously monitored through the Management Information System.

---

[1] As more data is gradually added to all search record cards the effect on reducing researcher time should gradually increase.

TABLE 16

Average Researcher Cost Per Search From 9/74 Through 11/75

Month/Year	# Searches Performed By Center	Total Researcher Hours	Average Hours Each Search	Average Researcher Cost Per Search (x $4/hr.)*
9/74	57	164.25	2.89	$ 11.56
10/74	85	255.00	3.00	12.00
11/74	93	198.50	2.13	8.52
12/74	60	175.50	2.92	11.68
1/75	94	217.00	2.30	9.20
2/75	57	165.50	2.90	11.60
3/75	70	149.50	2.14	8.56
4/75	79	179.25	2.27	9.08
5/75	58	138.75	2.39	9.56
6/75	35	109.50	3.13	12.52
7/75	33	155.50**	(4.71)**	18.84
8/75	21	133.75**	(6.37)**	25.48
9/75	62	170.00	2.74	10.96
10/75	101	184.50	1.83	7.32
11/75	114	178.05	1.56	6.24

*Researcher pay increased from $3.75 to $4.00 per hour as of 7/75. The $4.00 rate is used throughout for comparability.

**The majority of researchers' time was devoted to Fastpak revisions and re-organization of the ACCESS document files in July and August of 1975.

TABLE 17

COMPUTER SEARCHING COSTS FROM 9/74 THROUGH 11/75 INCLUDING PERCENT OF COMPUTER USE TO TOTAL SEARCHES REQUESTED AND AVERAGE COMPUTER COSTS PER TOTAL SEARCHES REQUESTED IN MONTH

Month/Year	# Searches Requested	# Computer Searches	# Computer Searches of Total Searches	Computer Connect Charges	Computer Print Charges	Total Charges	Costs Per Total Searches Requested
9/74	57	*	-	$101	$ 83.80	$ 184.80	$ 3.24
10/74	109	*	-	253	160.60	413.60	3.79
11/74	79	*	-	170.25	133.30	303.35	2.16
12/74	46	*	-	*	*	*	*
1/75	95	*	-	91.50	124.50	216.00	2.27
2/75	54	*	-	58.25	71.00	129.25	2.39
3/75	74	*	-	55.00	84.20	139.20	1.88
4/75	77	*	-	79.25	127.20	206.45	2.68
5/75	51	33	65%	57.45	70.90	128.35	2.52
6/75	18	16	89%	29.07	13.00	42.07	2.34
7/75	27	34	126%**	51.77	28.80	80.75	(1.92)**
8/75	24	16	67%	39.25	24.10	63.35	2.64
9/75	82	53	65%	143.82	0.00	143.82	1.75
10/75	106	70	66%	222.92	0.00	222.90	2.10
11/75	108	53	49%	165.15	0.00	165.15	1.53

---

*Data not available.

**Computer used for Fastpak revisions in addition to search requests.

TABLE 18

TOTAL COSTS AND TOTAL AVERAGE COSTS PER SEARCH AND PERCENT OF CHANGE FOR MONTHS OF 9/74 THROUGH 11/74 AND 9/75 THROUGH 11/75

Time Period	1 Total # Search Requests Received	2 Total Computer Costs	3 Average Computer Cost Per Search	4 Total # Searches Performed During Time Period	5 Total Researcher Costs	6 Average Researcher Costs Per Search	7 Average Total Cost Per Search (Col. 3+6)	8 Total Operational Costs Per Time Period (Col. 2+5)
9/74 - 11/74	245	$901.95	$3.68	235	$2,471	$10.52	$14.20	$3,372.95
9/75 - 11/75	296	$538.94	$1.82	277	$2,130	$ 7.69	$ 9.57	$2,668.94
	21% (increase)	40% (decrease)	51% (decrease)	18% (increase)	14% (decrease)	27% (decrease)	33% (decrease)	21% (decrease)

NOTE: Average computer costs must be calculated when searches received.

Average researcher costs must be calculated when searches performed.

4.0 SUMMARY AND CONCLUSIONS

The major objective of this practicum as stated in the initial practicum proposal was to "design and implement a Management Information System that would assist me in meeting the goal of effecting cost savings in the Center's operations while improving the quality and quantity of service." Both the objective and the goal have been met within the practicum period.

Certain criteria were established for meeting this objective. Each is listed below with an assessment as to whether the criterion was met.

Criterion #1 - The Data Collection Methods Will Not Result in Additional Work-load for the Staff.

This criterion has been met. The collection instruments were those already in use by the staff and clients. Modifications in these instruments did not add to the work-load and in the case of the evaluation forms -- the time required to complete them was lessened.

Criterion #2 - The Percentage of Return of the Evaluation Forms by the Clients Will Not Decrease From the Percentage Presently Returned.

The initial percentage of return of evaluations was 45% (not 37% as stated in the proposal). This percentage was increased to 47% within the practicum time period.

Criterion #3 - All Data Elements to be Processed and Analyzed Will be Identified and Included Into the System Prior to the Data Collection Period.

Considerable time and thought went into the selection of data to be used within the system. Although this criterion was met for the purpose of meeting the practicum objectives, I cannot predict that additional data will not be needed in the future implementation of the Management Information System. From my experiences in developing this system, I would no longer select this as a valid criterion to impose on the development of a management information system.

Criterion #4 - The Information Collected by This System Will Enable Decision Making Regarding Cost Savings of Computer Searching and Material Acquisition as Well as Improvement in the Quality and Quantity of Service.

This criterion was met with the exception of its application to material acquisition. This was not the eventual focus of the practicum or the Management Information System as modified in the proposal addendum.

The proposal addendum identified three objectives related to outcomes resulting from the implementation of the Management Information System. These were as follows:

(1) To reduce the cost of producing searches by at least 20%.

This objective was reached within the practicum time-frame.

(2) To improve the quality of those information packets having received an average rating below 3.0 to a level where the mean score by clients will exceed 3.5.

The number of evaluations returned within the practicum period did not allow for a definitive assessment of the clients' perceptions of the Fastpaks' value. This is a long range objective and will be continuously addressed by the Center's staff.

(3) To increase the use of the Center's services in all districts in the County within the 1975-76 school year and to assure that all

identified non-user schools have made use of the service by November 1975.

It appears likely that there will be an increase in the use of the Center's service that will exceed 20%. Only 57% of identified non-user schools made use of the service within the practicum period. This objective will remain as a longer range target.

The design, development and implementation of the Management Information System has been a personally rewarding experience -- particularly because of the cooperation and interest shown by my staff and the Central Office computer personnel. Without this cooperation the development of the system or the outcomes would not have been realized.

The system itself has proven to be an information topic as indicated by an article that has appeared in several local newspapers. (See Appendix QQ)

APPENDICES

Appendix A
1 of 2

EXAMPLES OF TYPICAL SEARCH REQUESTS

	Title of Search	Position of Person Requesting
1.	Individualized Instruction in Social Studies and English	High School teacher
2.	Community Involvement in Goal Setting	Parent Study Committee
3.	Humanizing education	District Board member
4.	Teaching homemaking skills to retarded	High School teacher
5.	Women's role--historic and modern	Juvenile Hall teacher
6.	Planning for 4-1-4 school calendar year	High School principal
7.	Study units - Indian Tribes of Mexico	Teacher aide
8.	Reorganization of faculty for decision making	Dean of Girls
9.	Effect of retention in primary grades on later school career	Elementary principal
10.	Determining reading level in subject matter areas	High School teacher
11.	Bio-chemical cause of learning disability	Special Education teacher
12.	Rationale for two-year contract for principals	District librarian
13.	Career education for elementary students	Elementary teacher
14.	Individualizing high school biology instruction	High School Teacher
15.	Motivating high school students to reduce truancy	District guidance consultant
16.	Drug education at K-3 level	District librarian
17.	Classroom resources for nutrition education	High School nurse
18.	Organization and administration of individualized instruction programs	Elementary vice-principal
19.	Alternative methods of reporting to parents	Elementary teacher

Appendix A
2 of 2

	Title of Search	Position of Person Requesting
20.	Parent-Community school involvement	High School counselor
21.	Community involvement in goal setting	Elementary teacher
22.	Ecology units for 5th grade	Elementary teacher
23.	Administrative evaluation of reading programs	Intermediate vice-principal
24.	Classroom units on sterotypes relating to status	Intermediate teacher
25.	Classroom units on sensory perception	Intermediate teacher
26.	Teaching resources in film study and interpretation	High School teacher
27.	Foundation assistance to establish day care nurseries	Community volunteer
28.	Teaching units on hereditary similarities	Intermediate teacher
29.	Learning achievement related to length of school day	Elementary principal
30.	Selected references on instruction of blind	Librarian, School for Blind
31.	Information on establishing career information center	Community college counselor
32.	Background information on developmental kindergarten	Elementary teacher
33.	Relationships of school size to administrative staffing	District assistant superintendent
34.	Bibliographies on individualized instruction	District assistant superintendent
35.	Legal liability of schools	Special Education teacher
36.	Performance and behavioral objectives for educable retarded	High School teacher
37.	Organization and administration of reading programs	District assistant superintendent
38.	Goals and objectives for teaching of fine arts and arts and crafts	High School teacher
39.	Teaching math and reading to Indian children	District coordinator
40.	Organizing administrative time and staff	District assistant superintendent

access dateline

newsletter for school administrators in contra costa county

VOL. III, NO. 4
October 28, 1975

► MORE IMPACT $$ AVAILABLE. Children from low rent federal housing are now included for computation of PL 874 (Impact Aid) monies. A public housing directory will soon be sent to all districts according to the State Bureau of Apportionments and Reports which will assist districts in determining the head count. OE Commissioner Bell assured Congress that districts without public housing kids won't lose any of their former regular Impact Aid apportionments.

► YOUR SCHOOL MAY NOT BE AFFECTED BY THE TOUGH HEW MEMO ON SCHOOL DISCRIMINATION IN STUDENT DISCIPLINE (See Dateline, Sept. 30th). The memo has come under fire because of the heavy burden of recordkeeping it imposed. A revised version of the memo is being sent out this week by HEW's Office of Civil Rights, with instructions that it applies only to some 3,000 districts with large minority enrollments.

► PARENTS STILL GET LAST WORD IN CALIFORNIA in spite of this month's Supreme Court decision that permits corporal punishment without parental consent. AB 1267 (Egeland)--see Dateline, Sept. 30--makes it against state law for an educator to spank a pupil in California without permission from parents. According to Egeland's administrative assistant, the court ruling applies only in states which do not have a law requiring parental permission.

► A MASSIVE REORGANIZATION OF THE EDUCATION CODE is in the works under Chairman of the Assembly Committee on Education, Leroy Greene. The new code will separate the sections on K-12 training from those affecting junior colleges and will generally simplify finding information.

- A copy of the proposed reorganization of the code (7 volumes) can be examined at ACCESS, 2371 Stanwell Drive, Concord.

► MANY WORKSHOPS ON SB 160 ARE UNDERWAY to prepare administrators and board members for the major changes that the law makes in the way school districts handle all aspects of employee relations. An ACSA workshop on SB 160 is scheduled for November 6th from 3:30 to 5:00 at the Luther Burbank High School in Sacramento (for those who missed the Oct. 28 meeting in San Mateo). All board members and administrators are invited to attend. No registration fee.

- For further information, call Dr. William Cunningham or Ray Curry at 692-4300.

► THE TEACHER BARGAINING ACT IS BEING CHALLENGED. The constitutionality of SB 160 is the subject of a lawsuit filed in a Los Angeles Superior Court this month. Three groups representing teachers and citizens charge the law violates six federal and fifteen state constitutional guarantees.

► HARDER TESTS FOR MILLER UNRUH TEACHERS have been recommended by a member of the California Board of Education. Eugene Ragel of Auburn expressed doubts that the training given the program's reading specialists is rigorous enough. No board action has been taken on the request.

PUBLISHED BY THE ACCESS INFORMATION CENTER AND THE PUBLIC INFORMATION OFFICE
OF THE CONTRA COSTA COUNTY SUPERINTENDENT OF SCHOOLS • DR. FLOYD MARCHUS, SUPERINTENDENT
EDITORS: JOHN JEGI • JULIANA ROUSSEAU

▶ APPLICATIONS FOR FEDERAL GRANTS FOR THE GIFTED must be received by the U.S. Office of Education on or before November 24th. SB 480, the law which would have increasing state funding for the MGM program was vetoed. Federal grants offer a last chance for districts to get more funding for gifted programs at preschool, elementary or secondary levels.

- For a copy of the federal guidelines on programs for the gifted and talented, call ACCESS, 689-4353.

▶ RULES FOR OBTAINING FUNDS FOR THE EDUCATION OF INDOCHINESE REFUGEE CHILDREN have just been published. LEA's get $300 per refugee child up to 100, $600 per each child in excess of 100.

- For a copy of the regulations, call ACCESS, 689-4353.

▶ DID YOU MISS OUR ANNOUNCEMENT ON THE TITLE III TRAVELING SEMINAR workshops to be held at the Oakland Airport Hilton Inn on December 11? (See Dateline, Oct. 14.) We received no requests for further information and are just checking since these have been well attended and received in the past. The projects being presented this year include:
---Effects of teacher expectations on student achievement.
---Reading remediation.
---Exploring parent occupations through reading.
---Secondary school reading demonstration centers.
---Environmental education.
---Success-oriented physical education for Early Childhood Education.
---Counseling programs to reduce violence at school and in the community.

- A short description of each of the projects and further seminar information is available from ACCESS by calling 689-4353.

▶ ETHNIC HERITAGE STUDY PROGRAMS can be funded by federal grants. Applications for such grants must be received by the U.S. Office of Education on or before December 8th.

- For a copy of the rules and revisions covering Ethnic Heritage Studies Programs, call ACCESS 689-4353.

▶ AND NOW A SHORT WORD FROM OUR SPONSOR---Remember that the ACCESS Center can assist you by providing you and your staff with information on almost any educational topic. Simply call ACCESS (689-4353) with your request and the information should arrive by AV delivery within two weeks.

dateline
newsletter for school administrators in contra costa county
2371 STANWELL DRIVE, CONCORD, CA 94520

REQUEST FORM

Appendix C

Reference #_______________

Date of Request__________ Date Needed__________ Date Sent__________

Person Making Request____________________ Position__________

School/Agency Address____________________ Grade Level______

District____________________ Telephone__________

First Time User: ____ Yes ____ No

Microfiche: ____ Yes ____ No

Topic of Search

Topic Code:__________

Reason for Request:

___(1) Program Development - Classroom

___(2) Program Development - Department

___(3) Program Development - School

___(4) Program Development - District

___(5) Inservice Training

___(6) Administration - School

___(7) Administration - District

___(8) Other:_______________

- -

DATA BANK CHECKLIST

	Sug.	Comp.
Magic Box		
Ref. Col.		
Bk. Col.		
Comp. Srch.		
Per. Index		
Loc. Doc.		
Curric. Gds.		
Samp. Txts.		
Other		

Resource Availability:

____ Excellent ____ Good ____ Fair ____ Poor ____ Of Doubtful value ____ None

Printout Citations (RIE):

____ Excellent ____ Good ____ Fair ____ Poor ____ None

Printout Citations (CIJE):

____ Excellent ____ Good ____ Fair ____ Poor ____ None

Delivery Method______ Request taken by__________ Search made by__________

Checked by__________

EVALUATION OF ACCESS SERVICE

Appendix D

Would you take a minute to assist us in evaluating our service?
Please fill out this form and return it with this packet.

Name ________________________________ Reference # __________

(1) How do you generally rate the usefulness of the materials you have received?

______	______	______	______	______
Exactly what I needed	**Quite helpful**	**Of some help**	**Of little help**	**Was not helpful**

(2) How do you rate the specific materials received?

	Good	Fair	Poor	Not Read	Not Provided
Journal Articles	____	____	____	____	____
Documents (CC #'s)	____	____	____	____	____
Books	____	____	____	____	____
Microfiche	____	____	____	____	____

(3) If microfiche not read was it because:

____ no reader available

____ too difficult to use

____ other ______________________________

(4) How did quantity of material relate to your needs?

______	______	______
About right	Too little	Too much

(5) Please add any comments which might improve our service:

Appendix E

Evaluation Ret'd												
Fastpak Ret'd												
Date Due												
Date Sent												
Administrative												
Intermediate												
Secondary												
Elementary												
FASTPAK #												
Dist.												
School												
Position												
Client												
Search #												

Appendix F

EVALUATION OF FASTPAK SERVICE

> *Would you take a minute to assist us in evaluating our service? Please fill our this form and return it with this packet.*

FASTPAK No.__________

REQUEST No.__________

School______________________________ Position______________

District or Organization________________________ Grade Level__________

1. Generally, how would you rate the usefulness of the information contained in the FASTPAK?

Very Useful						Of No Use
	____ (1)	____ (2)	____ (3)	____ (4)	____ (5)	

2. If the information was not useful, in what way(s) was it lacking?

____ the ideas were not new to me

____ the contents were vague or too theoretical

____ the ideas were not appropriate for my situation

____ the contents were not what the FASTPAK title led me to expect

____ other(s)

3. Have you shared the FASTPAK materials with others? Yes____ No____

4. Have you duplicated the FASTPAK materials? Yes____ No____

5. Are you aware that the ACCESS Center can search the educational literature and send you documents related to a topic that you request?

Yes____ No____

6. How do you expect to use the information contained in the FASTPAK?

____

____

7. Please add any other comments that might improve our FASTPAK service.

7/73

Appendix G

```
                                                      PAGE      1
 LOCKHEED/DIALOG     **DETAIL  LISTING **
 REPORTING PERIOD  05/01/75 TO 05/31/75

 |----------------------------------------|
 | ACCESS                      953        |
 | ATTN: MRS. ROUSSEAUR                   |
 |----------------------------------------|

SEARCH  START       END        TOTAL   TOTAL  BILLED    TOTAL     F  I  L  E
  NO    TIME        TIME       TIME    PRINT  TYPE      CHARGE    NO    NAME
       HH:MM:SS   HH:MM:SS     (HRS)   UNITS  UNITS       $
   1   13:29:20   13:32:39    00.055      0       0     $1.375    01 ERIC/CIJE
   2   13:32:38   13:34:08    00.025     26       0     $3.225    01 ERIC/CIJE
   3   13:34:08   13:37:29    00.056    115       0    $12.900    01 ERIC/CIJE
   4   13:37:29   13:47:24    00.165      0       0     $4.125    01 ERIC/CIJE
       DAILY TOTAL ( 5/ 5)    00.301    141       0    $21.625

   5   08:22:02    8:24:13    00.036      0       0     $0.900    01 ERIC/CIJE
   6    8:24:13    8:27:48    00.060      0       0     $1.500    01 ERIC/CIJE
   7   08:27:48    8:29:24    00.027     28       0     $3.475    01 ERIC/CIJE
   8   08:29:24    8:30:26    00.017      0       0     $0.425    01 ERIC/CIJE
   9   08:30:26    8:33:43    00.054      0       0     $1.350    01 ERIC/CIJE
  10   13:41:05   13:45:57    00.081      0       0     $2.025    01 ERIC/CIJE
  11   13:45:56   13:52:50    00.115      0       0     $2.875    01 ERIC/CIJE
       DAILY TOTAL ( 5/ 8)    00.390     28       0    $12.550

  12   13:05:30   13:09:08    00.060     35       0     $5.000    01 ERIC/CIJE
  13   13:09:08   13:12:20    00.053     25       0     $3.825    01 ERIC/CIJE
  14   13:12:20   13:15:26    00.052     48       0     $6.100    01 ERIC/CIJE
  15   13:15:26   13:20:01    00.076     29       0     $4.800    01 ERIC/CIJE
  15   13:20:02   13:20:07    00.001      0       0     $0.025    01 ERIC/CIJE
       DAILY TOTAL ( 5/15)    00.242    137       0    $19.750

  16   13:33:11   13:39:44    00.109     58       0     $8.525    01 ERIC/CIJE
  17   13:39:44   13:45:41    00.099     66       0     $9.075    01 ERIC/CIJE
  18   13:45:40   13:51:07    00.091     50       0     $7.275    01 ERIC/CIJE
  19   13:51:07   13:53:29    00.039     23       0     $3.275    01 ERIC/CIJE
       DAILY TOTAL ( 5/16)    00.338    197       0    $28.150

  20   13:12:27   13:18:46    00.105     50       0     $7.625    01 ERIC/CIJE
  21   13:18:46   13:24:55    00.102     16       0     $4.150    01 ERIC/CIJE
  22   13:24:55   13:28:58    00.067      0       0     $1.675    01 ERIC/CIJE
  22   13:29:00   13:29:06    00.002      0       0     $0.050    01 ERIC/CIJE
       DAILY TOTAL ( 5/21)    00.276     66       0    $13.500

  23   09:14:50    9:18:31    00.061      0       0     $1.525    01 ERIC/CIJE
  24   09:18:31    9:21:11    00.044     25       0     $3.600    01 ERIC/CIJE
  25   09:21:11    9:26:18    00.085     22       0     $4.325    01 ERIC/CIJE
  26   09:26:18    9:30:10    00.064     10       0     $2.600    01 ERIC/CIJE
  27   09:30:11    9:36:23    00.104      0       0     $2.600    01 ERIC/CIJE
  28   11:30:17   11:33:32    00.054      0       0     $1.350    01 ERIC/CIJE
  29   11:33:31   11:33:50    00.005      0       0     $0.125    01 ERIC/CIJE
       DAILY TOTAL ( 5/23)    00.417     57       0    $16.125

  30   14:01:39   14:08:17    00.111     17       0     $4.475    01 ERIC/CIJE
  31   14:08:18   14:13:41    00.090     45       0     $6.750    01 ERIC/CIJE
  32   14:13:41   14:17:12    00.058     21       0     $3.550    01 ERIC/CIJE
       DAILY TOTAL ( 5/28)    00.259     83       0    $14.775
```

Appendix H

TIME SHEET

Contra Costa County Superintendent of Schools

HOURLY RATE EMPLOYEES

Name Judith R. [illegible] Date Nov 26

Pay Period Nov 26 through Dec 25
Date Date

Location of Employment ACCESS

Job Classification Research Assistant

Month	Date	In	Out	Total Hours
Nov	-			
	26	8:00	2:00	6
	27	8:00	12:00	4
Dec	2	9:00	12:00	3
	3	8:00	4:30	8½
	5	8:00	2:30	6½
	9	9:15	2:15	5
	10	8:00	3:00	7
	12	9:15	12:45	3½
	16	9:15	1:30	4¼
	17	8:00	~~4:~~ 3:15	7¼
	18	8:00	11:45	3¾
	~~19~~			

Signature Judith R. [illegible]

JR

JR:bw
6/73
200c

Appendix I

ACCESS INFORMATION CENTER - NUMBER OF SEARCHES BY MONTH BEGINNING JULY 1974 THROUGH JUNE 1975

1974	COUNTY SUPERINTENDENT OF SCHOOLS				SCHOOL DISTRICTS							OTHER AGENCIES						
	Administration	SPECIAL SCHLS Admin.	SPECIAL SCHLS Instr. Staff	Coordinators	School Board	District Administration	Coordinators Consultants	Bldg.Prin.	Bldg. Instructional Staff	Dept. Chairman	Community Colleges	News-letter	Organizations	County Govt.	Individuals	Priv. & Parochial Schls.	NOVA	TOTALS
JULY			1	1		1	1	1	[illegible]	1	2			1	2		1	55 ⑰
AUGUST		1	1			1	3	1	[illegible]	1	1				1		[illegible]	37 ⑪
SEPTEMBER			1			[illegible]	4	3	[illegible]		1				1		[illegible]	116 (62)
OCTOBER			3	4	1	[illegible]	[illegible]	2	[illegible]		3		2	1	2	2	1	150
NOVEMBER	2		[illegible]	2		[illegible]	4	4	[illegible]		2	[illegible]	1	1	2		[illegible]	147
DECEMBER			2	3		4	2	7	[illegible]	1	2	[illegible]	1	5	2	2	3	74
1975 JANUARY			[illegible]	3		[illegible]	[illegible]	[illegible]	[illegible]	3	2	[illegible]	1	3	1	1	1	156
FEBRUARY			2	3		7	[illegible]	5	[illegible]			6	1	1		1	2	102
MARCH	1		1	3			[illegible]	[illegible]	[illegible]		4		3	1	1	2	2	113
APRIL	1			3			[illegible]	4	[illegible]		4				1	2	3	154
MAY				8		1	[illegible]	3	[illegible]	1			1		1	1		127
JUNE			2	3		2	2	1	[illegible]	1	1		1		1	2		23

Searches: 753
Healpacks: 572
Totals: 1,325

Appendix J

(1) [illegible] Reference #

(2) [illegible] Month/Year

(3) [illegible] __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

__ __ __ __ Name

(4) 4 0 8 School/Dept.

(5) 4 1 0 Dist./Organization

(6) 0 8 Position

(7) 3 Level

(8) __ First Time User

(9) __ __

(10) __ __ __

(11) __ Resource Availability

(12) __ Citations (RIE)

(13) __ Citations (CIJE)

(14) __ __ Search made by

---

(15) __ Evaluation form completed

(16) __ Usefulness (general)

(17) __ Journal Articles

(18) __ Documents

(19) __ Books

(20) __ Microfiche

(21) __ Microfiche not read

(22) __ Quantity of Material

Appendix K

SEARCH DATA SUMMARY

Ref. #	Date	School	District	Position	Researcher	Gen. Eval.	Journ. Eval.	Doc. Eval.	Book Eval.	MF Eval.	Why MF Not Used	MF Requested?	First Time User?	Reason for Request
2291	1075	345	349	01	14	5	5	5	0	0	0	2	1	0
2292	1075	144	140	08	14	4	5	5	5	0	0	0	0	3
2293	1075	134	140	09	08	4	5	5	5	5	3	0	2	0
2294	1075	104	104	08	14	3	5	5	5	2	1	1	2	3
2295	1075	186	460	05	08	5	5	5	5	5	0	1	2	3
2296	1075	186	460	05	09	5	5	5	5	5	0	1	2	0
2297	1075	176	176	13	09	0	0	0	0	0	0	1	2	4
2298	1075	401	401	15	09	5	5	5	4	0	0	2	2	3
2299	1075	106	107	09	08	5	5	0	3	1	0	1	2	7
2300	1075	390	378	07	13	0	0	0	0	0	0	1	1	3
2301	1075	401	401	15	09	5	5	5	4	0	0	1	2	0
2302	1075	194	460	10	13	0	0	0	0	0	0	1	1	3
2303	1075	460	460	13	13	5	5	5	5	5	0	1	2	5
2304	1175	388	378	03	14	5	5	0	5	5	0	1	2	3
2305	1175	223	221	23	09	0	0	0	0	0	0	1	1	0
2306	1175	333	333	13	14	4	0	5	0	4	0	1	2	4
2307	1175	403	401	03	13	4	0	0	5	2	3	2	1	0
2308	1175	426	460	06	14	5	5	5	5	1	0	0	2	0
2309	1175	447	460	01	14	0	0	0	0	0	0	2	1	1

Appendix L
1 of 7

RESEARCHER CODE

Code	Initials	Name
01	L.H.	Lois Heller
02	R.D.	Rita Dunlay
03	D.W.	David Wright
04	J.A.	Joan Amidon
05	J.J.	John Jegi
06	S.S.	Steve Sanchez
07	J.C.	Jane Croke
08	R.M.W.	Ruth Mary Whelan
09	J.D.R.	Julie Rousseau
10	K.B.	Kate Bagley
11	J.G.	Judy Glickman
12	D.T.	Debie Tharinger
13	V.A.J.	Vickey Johnson
14	A.P.	Andy Peterson

POSITION CODE

01 - Elementary Teacher
02 - Intermediate or Jr. High Teacher
03 - Secondary Teacher (High School) 9-12 and Adult Education
04 - Department Chairman
05 - Counselor
06 - School Level Curriculum Assistant (Reading Specialist, Nurse, Resource Specialist (not Master Plan), Learning Disabilities Teacher, Speech Teacher or Curriculum Coordinator or Research Director (DVC).
07 - School Librarian (See Also #16)
08 - Principal
09 - Vice Principal or Assistant Principal or Dean or Administrative Assistant (School)
10 - Teacher Aide
11 - Substitute Teacher
12 - Student Teacher, Intern
13 - District Consultant, Coordinator, Psychologist, Supervisor, Project Director, Information Officer, Guidance Consultant
14 - District Superintendent
15 - District Assistant Superintendent, Administrative Assistant (District), Director of Curriculum
16 - District Librarians or Instructional Materials Coordinator
17 - Parent (Committee Member)
18 - Board Member
19 - Consultant
20 - College Teacher or Instructor
21 - County Schools Office Staff (Central), Administrators, Coordinators, Directors, etc.
22 - County Schools Office Project Staff
23 - County Schools Special Education Central Staff
24 - County Schools Instructional Staff
25 - Teacher working as Resource Specialist with Master Plan (hired by district)

DISTRICT/SCHOOL CODING NUMBERS

401 - ACALANES DISTRICT
403 - Acalanes High
453 - Acalanes Eve. High
339 - Campolindo High
358 - Del Oro Cont. High
360 - Del Valle High
404 - Las Lomas High
327 - Miramonte High

140 - ANTIOCH DISTRICT
142 - Adelia Kimball
128 - Belshaw
144 - Bidwell
136 - John Fremont
132 - John Marsh
101 - John Sutter
146 - John Turner
145 - Mission
138 - Antioch Jr. High
100 - Park Jr. High
134 - Antioch High
135 - Antioch Adult School

107 - BRENTWOOD DISTRICT
103 - Brentwood
106 - Edna Hill
107 - Garin

110 - BYRON DISTRICT

330 - CANYON DISTRICT

206 - JOHN SWETT DISTRICT
204 - Carquinez
212 - Garretson Heights
208 - Hillcrest
200 - John Swett High
213 - Willow Cont. High

114 - KNIGHTSEN DISTRICT

349 - LAFAYETTE DISTRICT
345 - Burton
308 - Happy Valley
350 - Lafayette
341 - Merriewood
352 - Montecito
400 - Springhill

349 - LAFAYETTE DISTRICT (CONTINUED)
310 - Vallecito
402 - W.B. Ellis
343 - Fairview Intermediate
347 - M. H. Stanley Intermediate

104 - LIBERTY DISTRICT
104 - Liberty High
102 - La Paloma Cont. High

236 - MARTINEZ DISTRICT
222 - John Muir
224 - John Swett
242 - Las Juntas
232 - Martinez Elementary
228 - Montecito
244 - Morello
238 - Mt. View
234 - Martinez Jr. High
230 - Alhambra High
240 - Martinez Cont. High

460 - MT. DIABLO DISTRICT
446 - Ayers
426 - Bancroft
178 - Bel Air
271 - Cambridge
414 - Castle Rock
450 - Clayton Valley Elementary
470 - Olympic Cont. High
434 - Crawford Village
274 - Diablo Vista
436 - El Monte
268 - Fair Oaks
264 - Gregory Gardens
252 - Hidden Valley
441 - Highlands
192 - Hillcrest
472 - Holbrook
278 - Larkey
270 - Meadow Homes
462 - Monte Gardens
444 - Mt. Diablo Elementary
447 - Mt. View
282 - Oak Park
254 - Pacheco
466 - Pine Haven
276 - Pleasant Hill Elementary
412 - San Miguel
464 - Shadelands
182 - Shore Acres
438 - Silverwood

460 - MT. DIABLO DISTRICT (CONTINUED)
266 - Strandwood
188 - Sun Terrace
451 - Treat Learning Center
258 - Valhalla
420 - Valle Verde
416 - Walnut Acres
454 - Westwood
194 - Williams
422 - Woodside
468 - Wren Avenue
430 - Ygnacio Valley Elementary
269 - Willow Creek
456 - El Dorado Intermediate
418 - Foothill Intermediate
189 - Glenbrook Intermediate
432 - Loma Vista Intermediate
428 - Oak Grove Intermediate
442 - Pine Hollow Intermediate
273 - Pleasant Hill Intermediate
184 - Riverview Intermediate
262 - Valley View Intermediate
440 - Clayton Valley High
260 - College Park High
458 - Concord High
196 - Mt. Diablo Eve. High
195 - Mt. Diablo High
195A -Mt. Diablo Voc. Ed.
470 - Olympic Cont. High
136 - Pacifica High
286 - Pleasant Hill High
287 - Pleasant Hill Eve. High
424 - Ygnacio Valley High
415 - Northgate High

333 - MORAGA DISTRICT
335 - Camino Pablo
337 - D.L. Rheem
329 - Los Perales
332 - Joaquin Moraga Intermediate

120 - OAKLEY DISTRICT
116 - Gehringer
120 - Oakley Middle

317 - ORINDA DISTRICT
322 - Del Rey
320 - Glorietta
324 - Inland Valley Elementary
312 - Sleepy Hollow
314 - Wagner Ranch
325 - Orinda Intermediate

176 - PITTSBURG DISTRICT
148 - Region II - Master Plan
152 - Heights
154 - Highlands
150 - Los Medanos
170 - Marina Primary
174 - Parkside
162 - Village
158 - Central Intermediate
156 - Hillview Intermediate
168 - Marina Intermediate
165 - Delta Cont. High
159 - Pittsburg Eve. High
160 - Pittsburg High
164 - Pittsburg High (Cen. Bldg.)

378 - SAN RAMON DISTRICT
392 - Alamo
375 - Neil A. Armstrong
376 - John Baldwin
372 - Country Club
384 - Green Valley
370 - Montair
364 - Rancho Romero
371 - Twin Creek Elementary
382 - Vista Grande
374 - Walt Disney
380 - Charlotte Wood Intermediate
386 - Los Cerros Intermediate
390 - Stone Valley
373 - California High
367 - Del Amigo Cont. High
388 - Monte Vista High
368 - San Ramon High
369 - San Ramon Eve. High

410 - WALNUT CREEK DISTRICT
280 - Buena Vista
407 - Indian Valley
405 - Murwood
356 - Parkmead Elementary
362 - Tice Valley
409 - Walnut Creek Kindergarten
406 - Walnut Heights
354 - Parkmead Intermediate
408 - Walnut Creek Intermediate

DISTRICT/SCHOOL CODING NUMBERS

216 - RICHMOND UNIFIED SCHOOL DISTRICT
480 - Alvarado Elementary
481 - Balboa Elementary
482 - Bayview Elementary
483 - Belding Elementary
484 - Broadway Elementary
485 - Cameron Elementary
486 - Castro Elementary
487 - Collins Elementary
488 - Coronado Elementary
489 - Cortez Elementary
490 - Del Mar Elementary
491 - Dover Elementary
492 - Ellerhorst Elementary
493 - El Monte Elementary
494 - El Portal Elementary
495 - El Sobrante Elementary
496 - Fairmede Elementary
497 - Fairmont Elementary
498 - Ford Elementary
499 - Grant Elementary
500 - Harding Elementary
501 - Hillview Elementary
502 - Kensington Elementar
503 - Kerry Hills Elementa
504 - Martin Luther King,
505 - Lake Elementary
506 - Lincoln Elementary
507 - Madera Elementary
508 - Mira Vista Elementar
509 - Montalvin Manor Elem
510 - Murphy Elementary
511 - Nystrom Elementary
512 - Olinda Elementary
513 - Peres Elementary
514 - Rancho Elementary
515 - Riverside Elementary
516 - Seaview Elementary
517 - Serra Elementary
518 - Shannon Elementary
519 - Sheldon Elementary
520 - Stege Elementary
521 - Stewart Elementary
522 - Tara Hills Elementar
523 - Valley View Elementa
524 - Verde Elementary
525 - Vista Hills Elementary
526 - Washington Elementary
527 - Wilson Elementary
528 - Woods Elementary
529 - Adams Junior High
530 - Crespi Junior High
531 - Downer Junior High
532 - Helms Junior High
533 - Pinole Junior High
534 - Portola Junior High
535 - De Anza High School
536 - El Cerrito High School
537 - Ells High School
538 - Gompers Cont. High School
539 - Kennedy High School
540 - Pinole Valley High School
541 - Richmond Adult High School
542 - Richmond High School

PRIVATE SCHOOLS - 560

561 - De La Salle
562 - Costa Christian
563 - Child Resource Center
564 - Oakland Diocese
565 - Diablo Valley Montessori
566 - St. Paul's
567 - St. Mary's - Walnut Creek
568 - Seven Hills

COUNTY OFFICE SPECIAL SCHOOLS - 221

MASTER PLAN - 223

143 - Adelia Kimball Special Class
139 - Antioch Jr. High Special Class
215 - Blind Center
105 - Brentwood Special Class
338 - Campolindo Special Class
205 - Carquinez Special Class
108 - CCC Boys Ranch
246 - Edgar Children Shelter
109 - Edna Hill Special Class
411 - Ellis Highlands Special Center
148 - Region II - Master Plan (Martin Luther King)
117 - Gehringer Special Class
248 - Girls Center
321 - Glorietta Special Class
220 - GUIDE - West
217 - High Input Project (HIP)
218 - Jefferson
133 - John Marsh Special Class
250 - Juvenile Hall
111 - Liberty Special Class
190 - Miller East
214 - Miller West
324 - Orinda Intermediate Special Class
247 - Preplacement Center
219 - Ralph Harmon
340 - Sleepy Hollow Special Class
147 - Turner - Highlands Special Center
391 - Valley Special Center
417 - Walnut Creek Special Center
451 - Ygnacio Valley Special Center

Appendix L
6 of 7

COUNTY OFFICE SERVICES - 475

479 - COMET
476 - Drug Education Project (Center for Human Development)
217 - High Input Project (HIP)
478 - Neighborhood Youth Corps (NYC)
477 - ROP

CONTRA COSTA COMMUNITY COLLEGE DISTRICT - 550

551 - Diablo Valley College
552 - Los Medanos College
553 - Contra Costa College

UNIVERSITIES - 580

581 - Cal State - Hayward
582 - St. Mary's College
583 - NOVA
584 - U.C. Berkeley

OTHER EDUCATION AGENCIES - 710

711 - State Department of Education

COUNTY AGENCIES - 570

571 - County Sheriff
572 - Probation Department
573 - Human Resources Agency
574 - Social Services
575 - Health Department
576 - Medical Services
577 - OEO
578 - Welfare Department
579 - Civil Service

CITY GOVERNMENT - 590

591 - Concord

ORGANIZATIONS - 600

601 - Walnut Creek Civic Arts
602 - Mt. Diablo Therapy Center
603 - Diablo Valley Education Project
604 - AAUW
605 - East Bay MUD
606 - CANHC
607 - Planned Parenthood
608 - Martinez Chamber of Commerce
609 - Lawrence Hall of Science

EVALUATION OF ACCESS SERVICE

Appendix M
1 of 2

Would you take a minute to assist us in evaluating our service? Please fill out this form and return it with this packet.

No. 1193

Name V. Jouris Position Librarian

School Bancroft Elem. School

District, Agency, or Organization Mt. Diablo

First Time User? ___ yes X no

1. In general, how did the material we sent relate to your request?

   a. Highly relevant X b. Satisfactory ___ c. Irrelevant ___

   d. Other comments ___

2. Time response to request: a. Waited too long ___ b. Reasonable response X

3. How did the quantity of the material relate to your needs?

   a. About right ___ b. Too much ___ c. Too little X

BUT I GAINED QUITE
A BIT. WE ARE INT-
ERESTED IN INNOVATED
CHILD-INVOLVED
LEARNING &
THERE IS NOT
YET THAT
MUCH INFO.
YOU ACTUALLY
DID WELL BY US

4. Which of the following best describes the reason for your request?

   a. Program development - classroom level X
   b. Program development - department level ___
   c. Program development - school level X
   d. Program development - district level ___
   e. Planning inservice training X
   f. Administration - school level ___
   g. Administration - district level ___
   h. Other ___

5. Please add any comments which might improve our service.

ACCESS 10/72

EVALUATION OF ACCESS SERVICE

Appendix M
2 of 2

Would you take a minute to assist us in evaluating our service? Please fill out this form and return it with this packet.

No. 1853

Name Lillian Wehmeyer Position Administrative Asst

School Lafayette School District – District Office

District, Agency, or Organization __________

First Time User? ___ yes X no

1. In general, how did the material we sent relate to your request?

   a. Highly relevant___ b. Satisfactory X c. Irrelevant___

   d. Other comments My question was not answered, but perhaps there is no research that can be retrieved on that very specific point.

2. Time response to request: a. Waited too long___ b. Reasonable response X

3. How did the quantity of the material relate to your needs?

   a. About right X b. Too much___ c. Too little___

4. Which of the following best describes the reason for your request?

   a. Program development - classroom level___
   b. Program development - department level___
   c. Program development - school level___
   d. Program development - district level X
   e. Planning inservice training___
   f. Administration - school level___
   g. Administration - district level___
   h. Other__________

   Question arose in connection with program evaluation and planning in an ECE school.

5. Please add any comments which might improve our service.

ACCESS 10/72

Appendix N

We could sure use your help!

WOULD YOU PLEASE FILL OUT THE ATTACHED EVALUATION FORM. IT'S THE ONLY WAY WE CAN TELL IF WE ARE GIVING YOU THE SERVICE YOU NEED.

SUMMARY OF ALL EVALUATIONS - APRIL THRU NOVEMBER 1975

EVALUATION

Rating	Frequency
0	235
1	1 - 1
2	4 - 8
3	32 - 96
4	101 - 404
5	67 - 335

844 ÷ 205 = (4.12) Average rating for all searches

TOTAL ITEMS INCLUDED IN THIS REPORT = 440 (# of searches provided)

205 (# of evaluations returned)

47% evaluation return.

SUMMARY OF EVALUATIONS WITHIN MONTH - APRIL THRU NOVEMBER 1975

Appendix P

MONTH		EVALUATION	
		RATING	FREQUENCY
		0	9
		4	6 - 24
		5	4 - 20
4	19		44 ÷ 10 = (4.4)
		0	24
		3	3 - 9
		4	17 - 68
		5	8 - 40
5	52		117 ÷ 28 = (4.18)
		0	15
		3	1 - 3
		4	1 - 4
		5	3 - 15
6	20		22 ÷ 5 = (4.40)
		0	14
		3	3 - 9
		4	8 - 32
		5	3 - 15
7	28		56 ÷ 14 = (4.0)
		0	11
		2	1 - 2
		3	2 - 6
		4	8 - 32
		5	2 - 10
8	24		50 ÷ 13 = (3.85)
		0	39
		2	1 - 2
		3	9 - 27
		4	22 - 88
		5	11 - 55
9	82		172 ÷ 43 = (4.0)
		0	62
		2	1 - 2
		3	4 - 12
		4	20 - 80
		5	19 - 95
10	106		183 ÷ 44 = (4.16)
		0	61
		1	1 - 1
		2	1 - 2
		3	10 - 30
		4	19 - 76
		5	17 - 85
11	109		194 ÷ 48 = (4.04)

TOTAL ITEMS INCLUDED IN THIS REPORT = 440

EVALUATION OF SEARCHES WITHIN RESEARCHER - 4/75 THRU 11/75

Appendix Q

Researcher not indicated

RESEARCHER NO.		EVALUATION RATING	FREQUENCY	
		0	15	
		1	1	
		3	2	
		4	8	
		5	4	
0	30			
		0	13	
		5	1	-(5)
4	14			
		0	2	
		3	1	-(3)
5	3			
		0	48	
		2	2	- 4
		3	4	-12
		4	24	-96
		5	16	-80
8	94			192 ÷ 46 = (4.17)
		0	57	
		3	4	-12
		4	15	-60
		5	9	-45
9	85			105 ÷ 28 = (3.75)
		0	37	
		3	4	-12
		4	24	-96
		5	12	-60
10	77			168 ÷ 40 = (4.20)
		0	3	
		5	2	-(5)
11	5			
		0	14	
		2	1	2
		3	5	15
		4	9	36
		5	5	25
12	34			78 ÷ 20 = (3.90)
		0	31	
		2	1	-2
		3	5	-15
		4	14	56
		5	13	65
13	64			138 ÷ 33 = (4.18)
		0	15	
		3	7	-21
		4	7	-28
		5	5	-25
14	34			74 ÷ 19 = (3.89)

TOTAL ITEMS INCLUDED IN THIS REPORT = 440

SUMMARY OF EVALUATIONS WITHIN POSITION OF PERSON REQUESTING 4/75-11/75

Appendix R

POSITION		EVALUATION	
		0	7
		2	1
		3	1
POSITION NOT INDICATED		4	2
		5	1
0	12		
		0	44 = 56% (Eval. not returned)
		1	1 - 1
		3	6 - 18
		4	16 - 64
		5	11 - 55
1	78		138 ÷ 34 = (4.06)
		0	19 = 42%
		2	1 - 2
		3	4 - 12
		4	19 - 76
		5	2 - 10
2	45		100 ÷ 26 = (3.85)
		0	36 = 55%
		2	2 - 4
		3	6 - 18
		4	18 - 72
		5	4 - 20
3	66		114 ÷ 30 = (3.80)
		0	5
		3	1 (3)
4	6		
		0	2 = 20%
		3	1 - 3
		4	3 - 12
		5	4 - 20
5	10		35 ÷ 8 = (4.38)
		0	21
		3	4 - 12
		4	6 - 24
		5	9 - 45
6	40		81 ÷ 19 = (4.26)
		0	5
		3	1 - 3
		4	2 - 8
		5	3 - 15
7	11		26 ÷ 6 = (4.33)
		0	12 = 55%
		3	2 - 6
		4	5 - 20
		5	3 - 15
8	22		41 ÷ 10 = (4.1)
		0	6
		4	4 - 16

EVALUATION OF FASTPAK SERVICE

Appendix S

Would you take a minute to assist us in evaluating our service? Please fill our this form and return it with this packet.

FASTPAK No. #31

REQUEST No. 735

School Oakley Middle Position ____

District or Organization Oakley Grade Level inter

1. Generally, how would you rate the usefulness of the information contained in the FASTPAK?

Very Useful						Of No Use
	___ (1)	___ (2)	___ (3)	___ (4)	___ (5)	

2. If the information was not useful, in what way(s) was it lacking?

X the ideas were not new to me

X the contents were vague or too theoretical

___ the ideas were not appropriate for my situation

___ the contents were not what the FASTPAK title led me to expect

___ other(s)

3. Have you shared the FASTPAK materials with others? Yes ___ No ✓

4. Have you duplicated the FASTPAK materials? Yes ___ No ✓

5. Are you aware that the ACCESS Center can search the educational literature and send you documents related to a topic that you request?

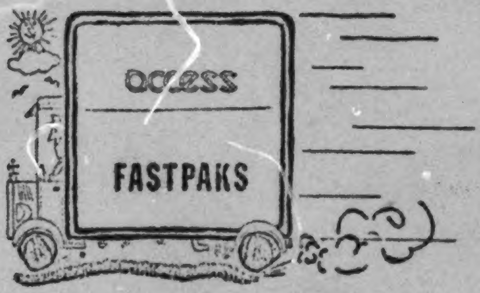
Yes ___ No ___

6. How do you expect to use the information contained in the FASTPAK?

7. Please add any other comments that might improve our FASTPAK service.

7/73

Appendix T
1 of 3



- Because the following topics have been the subject of many requests from teachers, the ACCESS Center has packaged materials on these topics for fast delivery. If you would like to request any of these information packets for your use, simply call the Center at 689-4353. They will be sent to you on loan through the County AV delivery within a few days.

- If you would like information that is not covered by any of the Fastpaks, you may call ACCESS and request a customized information search. The materials you need will be sent to you within two weeks.

- The ACCESS information services are provided to teachers at no cost through the Contra Costa County Superintendent of Schools Office.

ELEMENTARY LEVEL FASTPAKS

FASTPAK #1: Classroom Uses of Piaget's Theories

FASTPAK #2: Changing to the Open Classroom

FASTPAK #5: Environmental Studies in Classrooms and Outdoors

FASTPAK #6: Enhancing Students' Self-Concepts

FASTPAK #8: Teaching in the Values Domain

FASTPAK #9: Diagnostic Methods of Teaching Elementary Reading

FASTPAK #10: Using Paraprofessionals and Teacher's Aides Effectively

FASTPAK #11: Teaching Units on Foreign Countries and Cultures

FASTPAK #12: Quick and Creative Art Activities for the Elementary Classroom

FASTPAK #33: Using Math Games in Elementary Teaching

FASTPAK #34: Using Reading Games in Elementary Teaching

FASTPAK #35: Teaching the Metric System

FASTPAK #40: Teaching the Handicapped Child in the Regular Classroom

FASTPAK #42: Sex Roles in the Elementary Classroom

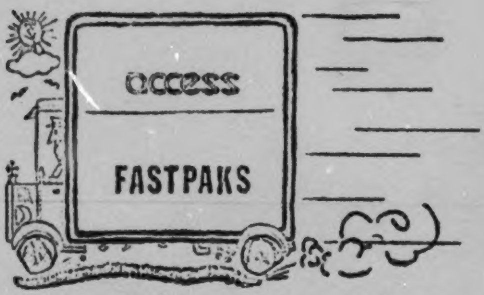
FASTPAK #43: Bicentennial (Elementary)

ALL LEVELS FASTPAKS

FASTPAK #36: Background for Teaching Students from Different Cultures

FASTPAK #39: Black History Week

Appendix T
2 of 3



•Because the following topics have been the subject of many requests from teachers, the ACCESS Center has packaged materials on these topics for fast delivery. If you would like to request any of these information packets for your use, simply call the Center at 689-4353. They will be sent to you on loan through the County AV delivery within a few days.

•If you would like information that is not covered by any of the Fastpaks, you may call ACCESS and request a customized information search. The materials you need will be sent to you within two weeks.

•The ACCESS information services are provided to teachers at no cost through the Contra Costa County Superintendent of Schools Office.

INTERMEDIATE LEVEL FASTPAKS

FASTPAK #23: Teaching Strategies for Values Education

FASTPAK #24: Study Skills and Library Skills

FASTPAK #25: Management Techniques for Solving Behavior Problems

FASTPAK #26: Procedures that Motivate Reluctant Learners

FASTPAK #28: Teaching Reading in the Content Subjects

FASTPAK #29: Enhancing Self-Concepts and Interpersonal Relations Among Students

FASTPAK #30: Consumer Education: Unit Plans for Grades 7-9

FASTPAK #32: Environmental Studies for Science, Math and Social Studies

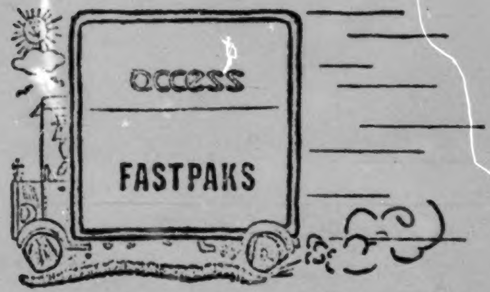
FASTPAK #44: Bicentennial (Jr. High)

ALL LEVELS FASTPAKS

FASTPAK #36: Background for Teaching Students from Different Cultures

FASTPAK #39: Black History Week

Appendix T
3 of 3



- Because the following topics have been the subject of many requests from teachers, the ACCESS Center has packaged materials on these topics for fast delivery. If you would like to request any of these information packets for your use, simply call the Center at 689-4353. They will be sent to you on loan through the County AV delivery within a few days.

- If you would like information that is not covered by any of the Fastpaks, you may call ACCESS and request a customized information search. The materials you need will be sent to you within two weeks.

- The ACCESS information services are provided to teachers at no cost through the Contra Costa County Superintendent of Schools Office.

SECONDARY LEVEL FASTPAKS

FASTPAK #13: Film Making for High School Students

FASTPAK #14: Techniques for Motivating the Reluctant Learner

FASTPAK #15: Peer Counseling and Group Counseling at High School Level

FASTPAK #16: Teaching Procedures for Values Education

FASTPAK #17: Using Simulations in Teaching the Social Sciences

FASTPAK #18: Group Dynamics and Communication Skills in the Classroom

FASTPAK #19: Classroom Management Techniques for Solving Behavior Problems

FASTPAK #20: Environmental Education in English, Science and Social Studies

FASTPAK #22: Consumer Education

FASTPAK #37: Multi Ethnic Studies

FASTPAK #38: Local Government

FASTPAK #41: Women's Studies

FASTPAK #45: Bicentennial (High School)

ALL LEVELS FASTPAKS

FASTPAK #36: Background for Teaching Students from Different Cultures

FASTPAK #39: Black History Week

Appendix U

```
PAGE    20     ACCESS1/TXT
(F)FASTPAK Ref# DATE S. Hcc DIST Fastpak# ETAL.
      F10650975384378O9 0
      F1066097536040116 4
      F1067097540541033 0
      F1068097540541035 0
      F1069097515817628 5
      F1070097515417606 0
      F1071097535234906 0
      F1072097534334930 2
      F1073097540641033 1
      F1074097502446016 4
      F0975107515617624 0
      F1076097500000043 0
      F1077107500000044 0
      F1078097538437812 0
      F1079097514414012 0
      F1080097528041012 5
      F1081097540541034 0
      F[illegible]082097519446012 5
      F1083097514614012 0
      F1084097540340119 5
      F1085097534734924 3
      F1086097532740141 0
      F1087097541846024 0
      F1088097513414041 4
      F1089097516217605 5
      F1090097547046016 3
      F1091097525246005 4
      F1092097525246012 3
      F1093097545646023 3
      F1094097537537812 3
      F1095097524223601 0
      F1096097526046016 0
      F1097097531234933 0
      F1098097544246044 3
      F1099097545446009 0
      F1100097545446034 0
      F1101097545446033 0
      F1102097510114011 0
      F1103097510114033 0
      F1104097542446018 0
      F1105097537337822 5
      F1106097510114010 4
      F1107097517017601 5
      F1108097526046022 0
      F1109097531431709 0
      F1110097516017615 0
      F1111097537237801 0
      F1112097546246011 2
      F1113097514514001 5
      F1114097514514009 5
      F1115097514514035 5
      F1116097530834906 0
      F1117097532740119 0
      F1118097528646017 5
```

Appendix V

EVALUATION OF FASTPAKS FOR SEPTEMBER THRU NOVEMBER 1975

FASTPAK #		EVALUATION		
		0	16	
		3	1	3
		4	2	8
		5	4	20
1	23			31 ÷ 7 = (4.4)
		0	8	
		2	1	2
		4	2	8
		5	4	20
2	15			30 ÷ 7 = (4.3)
		0	7	
		4	3	12
		5	4	20
5	14			32 ÷ 7 = (4.6)
		0	18	
		2	1	2
		3	1	3
		4	1	4
		5	2	10
6	23			19 ÷ 5 = (3.8)
		0	7	
		3	2	6
		5	1	5
8	10			11 ÷ 3 = (3.7)
		0	14	
		3	1	3
		4	3	12
		5	2	10
9	20			25 ÷ 6 = (4.2)
		0	12	
		3	3	9
		4	5	20
		5	1	5
10	21			34 ÷ 9 = (3.8)
		0	6	
		2	1	2
		4	1	4
		5	1	5
11	9			11 ÷ 3 = (3.7)
		0	28	
		2	2	4
		3	6	18
		5	8	40
12	44			62 ÷ 16 = (3.9)
		4	2	8 ÷ 2 = (4.0)
13	2			
		0	7	
		3	1	
		4	1	

Appendix W

```
LIST OF FASTPAKS WHICH RECEIVED AN EVALUATION OF 1 OR 2  9/75-11/75
..........................................................................

      FASTPAK #                REFERENCE #

                                  1361          1
        2           1
                                  1248          1
        6           1
                                  1112          1
       11           1
                                  1257          1
                                  1317          1
       12           2
                                  1217          1
       19           1
                                  1185          1
                                  1347          1
       26           2
                                  1072          1
       30           1
                                  1451          1
       32           1
                                  1073          1
                                  1341          1
       33           2
                                  1315          1
                                  1421          1
                                  1126          1
                                  1394          1
       43           4
                                  1466          1
       44           1
                                  1397          1
       49           1

TOTAL ITEMS INCLUDED IN THIS REPORT =       18
```

EVALUATION OF FASTPAK SERVICE

Appendix X

Would you take a minute to assist us in evaluating our service? Please fill our this form and return it with this packet.

FASTPAK No. 12

REQUEST No. 1257

School Marsh Position Teacher

District or Organization Antioch U.S.D. Grade Level 2nd

1. Generally, how would you rate the usefulness of the information contained in the FASTPAK?

Very Useful	___	___	___	X	___	Of No Use
	(1)	(2)	(3)	(4)	(5)	
Weighting:	(5)	(4)	(3)	(2)	(1)	

2. If the information was not useful, in what way(s) was it lacking?

___ the ideas were not new to me
X the contents were vague or too theoretical
___ the ideas were not appropriate for my situation
___ the contents were not what the FASTPAK title led me to expect
___ other(s)

3. Have you shared the FASTPAK materials with others? Yes ___ No X

4. Have you duplicated the FASTPAK materials? Yes ___ No X

5. Are you aware that the ACCESS Center can search the educational literature and send you documents related to a topic that you request?

Yes X No ___

6. How do you expect to use the information contained in the FASTPAK?

I wanted to plan art projects but these were too general and open-ended.

7. Please add any other comments that might improve our FASTPAK service.

7/73

Appendix Y

ACCESS INFORMATION CENTER - NUMBER OF SEARCHES BY MONTH BEGINNING JULY 1974 THROUGH JUNE 1975

	COUNTY SUPERINTENDENT OF SCHOOLS				SCHOOL DISTRICTS							OTHER AGENCIES						
		SPECIAL SCHLS																
1974	Administration	Admin.	Instr. Staff	Coordinators	School Board	District Administration	Coordinators Consultants	Bldg. Prin.	Bldg. Instructional Staff	Dept. Chairman	Community Colleges	Newsletter	Organizations	County Govt.	Individuals	Priv. & Parochial Schls.	NOVA	TOTALS
JULY			|	|		|	|	|	[illegible]	|	||			|	||		|	55 38 ⑰
AUGUST		|	|			|	|||	|	[illegible]	|	|				|		[illegible]	37 27 ⑪
SEPTEMBER			|			[illegible] 𝍸	||||	|||	[illegible]		|				|		[illegible]	119 57 (62)
OCTOBER			|||	||||	|	𝍸 𝍸 |	𝍸 ||	||	[illegible]		|||		||	|	||	||	|	150 85 (65)
NOVEMBER	||		𝍸 |||	||		||||	||||	||||	[illegible]		||	[illegible]	|	|	||		||||	147 93 (54)
DECEMBER			||	|||		||||	||	𝍸 ||	[illegible]	|	||	[illegible]	|	𝍸	||	||	|||	74 60 ⑭
1975 JANUARY			𝍸	|||		𝍸 𝍸	𝍸 𝍸	𝍸 𝍸	[illegible]	|||	||	[illegible]	|	|||	|	|	|	154 94 (60)
FEBRUARY			||	|||		𝍸 ||	||||	𝍸	[illegible]			𝍸 |	|	|		|	||	102 57 ㊺
MARCH	|		|	|||			𝍸 ||||	𝍸 |||	[illegible]		||||		|||	|	|	||	||	118 72 ㊻
APRIL	|			|||			𝍸 𝍸 ||||	||||	[illegible]		||||				|	||	|||	152 73 (79)
MAY				𝍸 |||		|	𝍸 ||||	||||	[illegible]	|			|		|	|		127 58 (69)
JUNE			||	|||		||	||	|	[illegible]		|		|		|	||		83 35 ㊽

Searches: 753
Fastpaks: 572
Totals: 1,325

NOTE: Fastpaks tallied in red which did not photocopy.

Appendix Z
1 of 4

EXAMPLE OF ANALYZED USAGE DATA FOR A SCHOOL DISTRICT

The following data is presented to indicate user patterns for one large school district in the county. The data represents information searches made for the district from October 1972 through June 1975.

MT. DIABLO UNIFIED SCHOOL DISTRICT (STUDENT ENROLLMENT — ~~52,887~~ 47,704)

Total Number of Searches Provided - 356

Numbers of searches provided to user groups in total district:

Central Office Staff	69
School Level Instructional Staff	178
School Level Support Staff (counselors, etc.)	56
Principals	31
Assistant Principals	22
Total	356

Numbers of searches provided to school level instructional and support staff by instructional level:

Secondary (9-12)	82
Intermediate (7-8)	48
Elementary (K-6)	104

Percentage of searches provided related to total number of instructional and support staff *within* instructional levels:

	# Searches	# Staff	% of Staff/Search Use
Secondary	82	684	12%
Intermediate	48	367	13%
Elementary	104	983	10%
Totals	234	2034	12%

Analysis: No significant differences in degree of use by instructional levels.

Percentage of searches provided related to total instructional and support staff *between* instructional levels:

	# Searches	# Staff	% of Total Staff	% of Total Searches
Secondary	82	684	34%	35%
Intermediate	48	367	18%	21%
Elementary	104	983	48%	44%

Analysis: Use of service proportional to size of staff between instructional levels within the district.

Numbers of searches provided to school level administrative staff listed by instructional levels:

	# Searches	# of Individuals for whom searches provided
Secondary	9	4
Intermediate	11	5
Elementary	33	18
Totals	53	27

Percentage of administrative users of service related to total number of administrative staff within instructional levels:

	# Individuals for whom searches provided	Total # Administrative Staff	% of Total staff requesting search
Secondary	4	41	7%
Intermediate	5	18	28%
Elementary	18	47	38%
Totals	27	106	26%

Analysis: Secondary administrators' use of service is significantly lower in proportion to elementary and intermediate level administrators.

Percentage of administrative users of service related to total number of administrative staff between instructional levels:

	# Individuals requesting	# Staff	% Total Staff	% Total Users
Secondary	4	41	39%	15%
Intermediate	5	18	17%	19%
Elementary	18	47	44%	66%

Analysis: Use by intermediate level administrators in proportion to the total number of staff. Secondary level administrator use significantly lower in proportion and elementary level administrators significantly higher in proportion to the total staff.

Frequency of search requests by number of schools and by instructional level:

	# of Schools at Frequency Level		
# Searches per School	Secondary	Intermediate	Elementary
19			1
17		1	
16	2		
14	1		
11	1		
10	1		
9		1	2
8	1	1	3
7	1	1	1
6		1	2
5		1	4
4	1		3
3		1	4
2	1	1	4
1		1	6
0	1		12
Totals	10	9	42

Analysis: Twelve elementary schools and one secondary school (an evening school) have never made use of the Information Center's services. Average amount of repeat use higher on secondary and intermediate levels than elementary level.

Conclusions - Efforts to increase service in the Mt. Diablo District can be distributed generally throughout the instructional levels since the instructional staff is presently using the service in proportion to the staff size within the instructional levels.

The twelve non-user elementary schools must be directly contacted by staff. The staff of the non-user evening high school may also be teaching during the day and searches may have been recorded for their day teaching location. No special contact will be made for this school.

The central office staff is making proportionately high use of the service in relation to the total district use.

Special information flyers should be sent to secondary administrators who have made significantly low use of the service.

Appendix XX

1 of 7

TOTAL SERVICES BY SCHOOL WITHIN DISTRICT 10/72-6/75

DISTRICT		SCHOOL	
		0	33
0	33		
		102	4
		104	35
104	39		
		103	4
		104	3
		106	22
		107	1
107	30		
		110	13
		356	1
110	14		
		114	7
		341	1 (miscoded)
114	8 -1 (miscoded) = 7		
		120	1
116	1		
		116	5
		120	31
120	36		
		38	1 - miscoded
		46	1 - miscoded
		100	13
		101	10
		128	2
		132	15
		134	15
		135	1
		136	11
		138	5
		140	37
		142	1
		145	7
		146	5
140	124 - 2 (miscoded) = 122		
		152	13
		154	7
		156	10
		158	21
		159	11
		160	25
		162	5
		167	1 (miscoded)
		168	1
		170	6
		174	13
		176	20
176	133 - 1 (miscoded) = 132		

Appendix XX
2 of 7

TOTAL SERVICES BY SCHOOL WITHIN DISTRICT 10/72-6/75

DISTRICT		SCHOOL		
		204	1	
204	1			
		200	6	
		204	2	
		206	5	
		208	21	
		212	7	
		213	3	
206	44			
		206	1	
212	1			
		0	1	miscoded
		176	1	
		200	1	
		208	1	
		213	1	
		216	90	
		219	1	— miscoded
		482	1	
		483	9	
		485	3	
		486	2	
		487	4	
		488	3	
		489	8	
		491	30	
		494	3	
		495	1	
		496	1	
		497	2	
		499	10	
		500	10	
		502	2	
		503	1	
		504	11	
		505	1	
		506	4	
		508	6	
		509	4	
		511	3	
		512	2	
		513	18	
		514	2	
		516	1	
		519	2	
		520	3	
		524	11	
		526	2	
		527	1	

```
TOTAL SERVICES BY SCHOOL WITHIN DISTRICT      10/72-6/75

..........................................................................

          DISTRICT                     SCHOOL

                             528            2
                             529            5
                             530           11
                             531            7
                             532            9
                             533            5
                             534            4
                             535            7
                             536            9
                             537           10
                             538            8
                             539            7
                             540           11
                             542           11
    216         363 - 6 (miscoded) = 357
--------------------------------------------
                             489            1
    219           1
--------------------------------------------
                               0            1
                             108            5
                             147            5
                             148            2
                             190           12
                             215            1
                             217           10
                             218            2
                             221            6
                             223            5
                             246            4
                             248            1
                             250            6
                             322            1
                             451            1
    221          62
--------------------------------------------
                             222            3
                             228           13
                             230           20
                             232            6
                             234           17
                             236           13
                             238            9
                             240            3
    236          84
--------------------------------------------
                             312           10
                             314           11
                             317           21
                             318           27
                             320            5
                             322            8
                             324            3
```

TOTAL SERVICES BY SCHOOL WITHIN DISTRICT 10/72-6/75

DISTRICT		SCHOOL		
		325	3	
317	88			
		329	1	– miscoded
		330	7	
330	8			
		333	2	
332	2			
		329	12	
		332	17	
		333	15	
		335	2	
		337	29	
		339	2	– miscoded
333	77 – 2 (miscoded) = 75			
		308	7	
		310	4	
		341	1	
		343	5	
		345	11	
		347	8	
		349	8	
		350	2	
		352	15	
		400	4	
		402	5	
349	70			
		367	4	
		368	44	
		370	12	
		371	8	
		372	13	
		373	31	
		374	10	
		375	15	
		376	11	
		378	40	
		380	6	
		382	3	
		384	11	
		386	11	
		388	28	
		390	8	
		392	3	
378	258			
		140	1	
400	1			
		320	1	(miscoded)
		327	20	
		339	19	

TOTAL SERVICES BY SCHOOL WITHIN DISTRICT 10/72-6/75

DISTRICT		SCHOOL	
		360	17
		401	15
		403	17
		404	5
		460	4 (miscoded)
401	98 - 5 miscoded = (93)		
		280	5
		354	4
		356	6
		362	14
		405	7
		406	14
		407	12
		408	13
		409	1
		410	7
410	83		
		178	5
		184	26
		186	10
		188	8
		189	23
		192	9
		194	11
		195	29
		196	2
		198	1
		252	13
		254	5
		258	1
		260	19
		262	12
		264	9
		266	9
		268	15
		269	11
		270	9
		271	9
		273	4
		274	4
		276	3
		278	2
		286	34
		386	1
		412	22
		414	2
		415	3
		416	27
		418	11

TOTAL SERVICES BY SCHOOL WITHIN DISTRICT. 10/72-6/75

DISTRICT		SCHOOL	
		420	3
		422	6
		424	23
		426	8
		428	9
		430	1
		432	29
		434	6
		436	8
		440	15
		441	6
		442	13
		444	1
		446	1
		447	1
		450	12
		451	1
		452	1
		454	15
		456	6
		458	13
		460	90
		462	3
		464	1
		470	12
		472	5
		482	2
460	640		
		264	1
466	1		
		476	1
470	1		
		0	3
		108	1
		475	66
		476	6
		477	3
		478	1
475	80		
		550	2
		551	41
		552	13
		553	2
550	58		
		551	1
551	1		
		552	2
552	2		
		561	2

Appendix XX
7 of 7

TOTAL SERVICES BY SCHOOL WITHIN DISTRICT 10/72-6/75

DISTRICT		SCHOOL	
		562	1
		563	3
		564	3
		565	4
		566	3
		567	1
560	17		
		0	1
		473	1
		571	1
		572	2
		574	6
		575	4
		577	2
		578	1
		579	1
570	19		
		570	1
574	1		
		581	2
		582	4
		583	21
		584	1
580	28		
		591	5
590	5		
		601	2
		602	1
		604	4
		605	1
		606	1
		607	1
		608	2
600	12		
		611	2
610	2		
		407	1
710	1		

TOTAL ITEMS INCLUDED IN THIS REPORT = 2527

Appendix AA
1 of 3

DISTRICT/SCHOOL CODING NUMBERS

Code	School	# Requests
401	ACALANES DISTRICT	15
403	Acalanes High	17
453	Acalanes Eve. High	0
339	Campolindo High	19
358	Del Oro Cont. High	0
360	Del Valle High	17
404	Las Lomas High	5
327	Miramonte High	20
		Total - 93
140	ANTIOCH DISTRICT	37
142	Adelia Kimball	1
128	Belshaw	2
144	Bidwell	0
136	John Fremont	11
132	John Marsh	15
101	John Sutter	10
146	John Turner	5
145	Mission	7
138	Antioch Jr. High	5
100	Park Jr. High	13
134	Antioch High	15
135	Antioch Adult School	1
		Total - 122
107	BRENTWOOD DISTRICT	1
103	Brentwood	4
106	Edna Hill	22
107	Garin	1
		Total - 28
110	BYRON DISTRICT	14
330	CANYON DISTRICT	7
206	JOHN SWETT DISTRICT	5
204	Carquinez	2
212	Garretson Heights	7
208	Hillcrest	21
200	John Swett High	6
213	Willow Cont. High	3
		Total - 44
114	KNIGHTSEN DISTRICT	7
349	LAFAYETTE DISTRICT	8
345	Burton	11
308	Happy Valley	7
350	Lafayette	2
341	Merriewood	1
352	Montecito	15
400	Springhill	4
349	LAFAYETTE DISTRICT (CONTINUED)	
310	Vallecito	4
402	W.B. Ellis	5
343	Fairview Intermediate	5
347	M. H. Stanley Intermediate	8
		Total - 70
104	LIBERTY DISTRICT	35
104	Liberty High	
102	La Paloma Cont. High	4
		Total - 39
236	MARTINEZ DISTRICT	13
222	John Muir	3
224	John Swett	0
242	Las Juntas	0
232	Martinez Elementary	6
228	Montecito	13
244	Morello	0
238	Mt. View	9
234	Martinez Jr. High	17
230	Alhambra High	20
240	Martinez Cont. High	3
		Total - 84
460	MT. DIABLO DISTRICT	90
446	Ayers	1
426	Bancroft	8
178	Bel Air	5
271	Cambridge	9
414	Castle Rock	2
450	Clayton Valley Elementary	12
470	Olympic Cont. High	12
434	Crawford Village	6
274	Diablo Vista	4
436	El Monte	8
268	Fair Oaks	15
264	Gregory Gardens	9
252	Hidden Valley	13
441	Highlands	6
192	Hillcrest	9
472	Holbrook	5
278	Larkey	2
270	Meadow Homes	9
462	Monte Gardens	3
444	Mt. Diablo Elementary	1
447	Mt. View	1
282	Oak Park	0
254	Pacheco	5
466	Pine Haven	0
276	Pleasant Hill Elementary	3
412	San Miguel	22
464	Shadelands	1
182	Shore Acres	0
438	Silverwood	0

Appendix AA
2 of 3

460	MT. DIABLO DISTRICT (CONTINUED)	
266	Strandwood	9
188	Sun Terrace	8
451	Treat Learning Center	1
258	Valhalla	1
420	Valle Verde	3
416	Walnut Acres	27
454	Westwood	15
194	Williams	11
422	Woodside	6
468	Wren Avenue	0
430	Ygnacio Valley Elementary	1
269	Willow Creek	11
456	El Dorado Intermediate	6
418	Foothill Intermediate	11
189	Glenbrook Intermediate	23
432	Loma Vista Intermediate	29
428	Oak Grove Intermediate	9
442	Pine Hollow Intermediate	13
273	Pleasant Hill Intermediate	4
184	Riverview Intermediate	26
262	Valley View Intermediate	12
440	Clayton Valley High	15
260	College Park High	19
458	Concord High	13
196	Mt. Diablo Eve. High	2
195	Mt. Diablo High	29
195A	Mt. Diablo Voc. Ed.	—
470	Olympic Cont. High	12
186	Pacifica High	10
286	Pleasant Hill High	34
287	Pleasant Hill Eve. High	—
424	Ygnacio Valley High	23
415	Northgate High	3
	Total	640

333	MORAGA DISTRICT	15
335	Camino Pablo	2
337	D.L. Rheem	29
329	Los Perales	12
332	Joaquin Moraga Intermediate	17
	Total	75

120	OAKLEY DISTRICT	31
116	Gehringer	5
120	Oakley Middle	—
	Total	36

317	ORINDA DISTRICT	21
322	Del Rey	8
320	Glorietta	5
324	Inland Valley Elementary	3
312	Sleepy Hollow	10
314	Wagner Ranch	11
325	Orinda Intermediate	3
318	Inland Valley Intermediate	27 (school closed 6/75)
	Total	88

176	PITTSBURG DISTRICT	20
148	Region II - Master Plan	—
152	Heights	13
154	Highlands	7
150	Los Medanos	0
170	Marina Primary	6
174	Parkside	13
162	Village	5
158	Central Intermediate	21
156	Hillview Intermediate	10
168	Marina Intermediate	1
165	Delta Cont. High	0
159	Pittsburg Eve. High	11
160	Pittsburg High	25
164	Pittsburg High (Cen. Bldg.)	
	Total	132

378	SAN RAMON DISTRICT	40
392	Alamo	3
375	Neil A. Armstrong	15
376	John Baldwin	11
372	Country Club	13
384	Green Valley	11
370	Montair	12
364	Rancho Romero	0
371	Twin Creek Elementary	8
382	Vista Grande	3
374	Walt Disney	10
380	Charlotte Wood Intermediate	6
386	Los Cerros Intermediate	11
390	Stone Valley	8
373	California High	31
367	Del Amigo Cont. High	4
388	Monte Vista High	28
368	San Ramon High	44
369	San Ramon Eve. High	—
	Total	258

410	WALNUT CREEK DISTRICT	7
280	Buena Vista	5
407	Indian Valley	12
405	Murwood	7
356	Parkmead Elementary	6
362	Tice Valley	14
409	Walnut Creek Kindergarten	1
406	Walnut Heights	14
354	Parkmead Intermediate	4
408	Walnut Creek Intermediate	13
	Total	83

Appendix AA
3 of 3

DISTRICT/SCHOOL CODING NUMBERS

216	RICHMOND UNIFIED SCHOOL DISTRICT	90
480	Alvarado Elementary	0
481	Balboa Elementary	0
482	Bayview Elementary	1
483	Belding Elementary	9
484	Broadway Elementary	0
485	Cameron Elementary	3
486	Castro Elementary	2
487	Collins Elementary	4
488	Coronado Elementary	3
489	Cortez Elementary	8
490	Del Mar Elementary	0
491	Dover Elementary	3
492	Ellerhorst Elementary	0
493	El Monte Elementary	0
494	El Portal Elementary	3
495	El Sobrante Elementary	1
496	Fairmede Elementary	1
497	Fairmont Elementary	2
498	Ford Elementary	0
499	Grant Elementary	10
500	Harding Elementary	10
501	Hillview Elementary	0
502	Kensington Elementary	2
503	Kerry Hills Elementary	1
504	Martin Luther King, Jr.	11
505	Lake Elementary	1
506	Lincoln Elementary	4
507	Madera Elementary	0
508	Mira Vista Elementary	6
509	Montalvin Manor Elementary	4
510	Murphy Elementary	0
511	Nystrom Elementary	3
512	Olinda Elementary	2
513	Peres Elementary	18
514	Rancho Elementary	2
515	Riverside Elementary	0
516	Seaview Elementary	1
517	Serra Elementary	0
518	Shannon Elementary	0
519	Sheldon Elementary	2
520	Stege Elementary	3
521	Stewart Elementary	0
522	Tara Hills Elementary	0
523	Valley View Elementary	0
524	Verde Elementary	11
525	Vista Hills Elementary	0
526	Washington Elementary	2
527	Wilson Elementary	1
528	Woods Elementary	2
529	Adams Junior High	5
530	Crespi Junior High	11
531	Downer Junior High	7
532	Helms Junior High	9
533	Pinole Junior High	5
534	Portola Junior High	4
535	De Anza High School	7
536	El Cerrito High School	9
537	Ells High School	10
538	Gompers Cont. High School	8
539	Kennedy High School	7
540	Pinole Valley High School	11
541	Richmond Adult High School	-
542	Richmond High School	11
	TOTAL -	357

550	Contra Costa Community Dist.	2
551	DIABLO VALLEY College	41
552	LOS MEDANOS College	13
553	CONTRA COSTA College	2
	TOTAL -	58

access

assisting contra costa education through research services

Our ACCESS Information Retrieval Service has provided over a thousand information searches for Contra Costa County educators this past year. We feel, however, that we have the capacity to provide more service than is being requested.

I suspect that many teachers do not realize that this valuable resource is readily available at no charge to them or the district. Furthermore, many are probably not aware of the nature of the service itself.

If you are interested in having your faculty learn about using the ACCESS services, check the form below and send it through the film delivery service to ACCESS, c/o John Jegi.

Sincerely,

John Jegi, Director
ACCESS Information Center

JJ:ja

- -

To: John Jegi, Director, ACCESS Information Center

From: ____

___ I am interested in having you or one of your staff discuss the ACCESS services with my faculty.

Please contact me to make arrangements.

2371 STANWELL DRIVE, CONCORD, CA 94520 • (415) 689-4353
A SERVICE OF THE CONTRA COSTA COUNTY SUPERINTENDENT OF SCHOOLS • DR. FLOYD MARCHUS, SUPERINTENDENT

Appendix CC
1 of 3

•access

assisting contra costa education through research services

DEAR PRINCIPAL:

ACCESS, the information retrieval service of the County Superintendent of Schools Office, is now in its fifth year. This service was formerly part of the PACE Center.

We would like to remind you of the help we can give you and your staff. Examples of some requests of interest to elementary administrators are enclosed.

We are pleased that teachers have increased their use of our service and we are also enclosing some typical examples of requests by teachers. We suggest that you post or circulate this list to give your staff an indication of the broad range of informational help we can give to classroom teachers. As you will understand, we cannot extend our service to cover assignments for courses in which teachers are enrolled.

If we can help you, telephone us at 689-4353 with your requests and delivery will be made within two weeks through the County Audio Visual delivery service to your school.

LDH:ja
Enc.

2371 STANWELL DRIVE, CONCORD, CA 94520 • (415) 689-4353
A SERVICE OF THE CONTRA COSTA COUNTY SUPERINTENDENT OF SCHOOLS • DR. FLOYD MARCHUS, SUPERINTENDENT

Appendix CC
2 of 3

access

assisting contra costa education through research services

EXAMPLES OF SEARCHES OF INTEREST TO ELEMENTARY SCHOOL ADMINISTRATORS

1. Characteristics of the creative principal.
2. Checklist for parents visiting schools.
3. Effects of retention in primary grades on later school career.
4. Evaluations of the IPI (Individually Prescribed Instruction) Program.
5. Group interaction techniques for elementary students.
6. Guidelines and specifications for the use of paraprofessionals and teacher aides.
7. Methods of reporting to parents in an ungraded school.
8. Multi-age grouping.
9. National studies on class size and student-teacher ratio.
10. Organizing the school-within-a-school.
11. Organization and administration of individualized instruction programs.
12. Parent education for helping to develop self concept in children.
13. Pedestrian safety for primary children.
14. Planning for the use of space in an open plan school.
15. Problem analysis for administrative decision making.
16. Relationship between learning and length of school day.
17. Responsibilities of the principal as a curriculum director.
18. School community relationship at elementary school level.
19. Staff development for teachers.
20. Survey of methods of teacher evaluation.

NOTE: Each of these requests was filled to meet individual requirements. We can tailor a request from you to meet your particular needs.

2371 STANWELL DRIVE, CONCORD, CA 94520 • (415) 689-4353
A SERVICE OF THE CONTRA COSTA COUNTY SUPERINTENDENT OF SCHOOLS • DR. FLOYD MARCHUS, SUPERINTENDENT

Appendix CC
3 of 3

.access

assisting contra costa education through research services

EXAMPLES OF SEARCHES OF INTEREST TO ELEMENTARY TEACHERS

1. Art activities to encourage tactile perception.
2. Astronomy and space science units for elementary grades.
3. Background information on developmental kindergarten.
4. Behavior modification techniques.
5. Career education in grades 4-6.
6. Creative dramatics at elementary level.
7. Creative writing at elementary level.
8. Diagnostic tests in arithmetic skill development.
9. Ecology units for 5th grade.
10. Games and simulations for use in grades 4-6.
11. How to use an outdoor education area at an elementary school.
12. Interaction analysis as an evaluative procedure.
13. Lists of resource materials for teaching California history.
14. Mathematics laboratories for first grade.
15. Overview of research on lateral dominance.
16. Reading contracts for elementary students.
17. Science activities for kindergarten.
18. Study units on the Indian tribes of Mexico.
19. Teaching the hyperactive and hyperkenetic child.
20. Use of movement exploration in P.E.

NOTE: Each of these requests was filled to meet individual requirements. We can tailor a request from you to meet your particular needs.

CONTRA COSTA SCHOOLS BULLETIN
SEPTEMBER 1975

Appendix DD
1 of 3

Get into the Spirit of '76

To help you and your students celebrate America's Bicentennial this year, the County Schools Office is collecting some teaching materials and ideas for projects and is providing information to the schools.

Dr. Roger O'Connor, coordinator of humanities and foreign languages, is acting as liaison between the County Schools Office and the County Bicentennial Commission, and he will be interested in hearing about your special programs. We will publish information in the **Bulletin** about these, as well as new instructional materials that come in.

Walter H. Harris, coordinator of instructional materials, has established a location at **Educational Media Services** called "Instructional Materials for the Bicentennial Year," which will be a collection mainly for teachers to come in and review for possible purchase by their districts; there will also be some circulating materials.

The first such materials are those relating to the theme of "Our 200 Years: Tradition & Renewal," distributed by the American Library Association and the American Association for State and Local History. These organizations produce materials under the auspices of the National Endowment for the Humanities and the American Revolution Bicentennial Administration.

While you're at EMS, which is just beyond Buchanan Field at 2371 Stanwell Drive, Concord, be sure to visit ACCESS, also, and ask about borrowing one of their Bicentennial Fastpaks, which contain a host of ideas for projects—Elementary #43, Junior High #44, or High School #45.

The professional library of the County Superintendent of Schools circulated 4,565 books last year, or an average of 381 books per month. A total of 759 sample textbooks and 605 review books were also circulated. New professional books added to the collection totaled 291, while 3,000 textbooks and 1,310 review books were received free from publishers. 1,594 publications were distributed in Contra Costa County by the library, which is located at Educational Media Services, 2371 Stanwell Drive, Concord.

Library Media Program Graduates Nine

The first nine graduates of an innovative program in library media technology received their diplomas last June at **Diablo Valley College**.

The graduates are Donna Bauders, May Collins, Dorothy Flanders, Mildred Hill, Shirley Kerr, Barbara Middleton, Ellen Rossman, Stella Ruybalid, and Mary Simmons.

Walter H. Harris, coordinator of instructional materials for the County Superintendent of Schools, said that the courses in library media technology were instituted by **Dr. Patrick Carter** of Diablo Valley College when school district library supervisors requested a program that would broaden the skills of school library clerks.

Under the direction of County Superintendent of Schools Floyd Marchus, a plan for the development of school libraries was outlined back in 1955, and the current library media courses are a part of that plan, which has included the development of on-site libraries in eight school districts, using community volunteers and clerical staff.

"With modern school libraries moving rapidly toward multi-media collections, it is most fitting," said Harris, "that professional libraries be freed from subprofessional tasks to devote their efforts toward helping teachers and students gain the maximum benefit from the wide variety of materials. The graduating students, who have devoted two years and 108 evenings to prepare for the assumption of greater responsibility, are to be congratulated for their efforts and deserve recognition for the level of competence they have acquired."

He also said that Dr. Carter and Diablo Valley College are to be congratulated for having established a program, drawing on the knowledge of school district library personnel, that fills the expressed needs of schools in the county.

For information about library media courses being offered this year, contact Walt Harris at 689-4212.

EVERYTHING'S UP TO DATE AT ACCESS

To help teachers swing into the new school year, the ACCESS staff has issued a new list of the Center's Fastpaks which have been completely revised for 1975-76. Fastpaks are "how-to" packages of information on topics that have often been the subject of teacher questions. Examples are reading games, teaching metrics and values education. The information in the packets is practical and selected for easy application in the classroom.

On the basis of comments and criticism from teachers who have used these Fastpaks, the packets were weeded this summer, and interesting new materials have been added. Every Fastpak on the list is either recently revised or new.

Copies of the new list are being sent to schools along with this issue of the Bulletin. If you do not receive your copy, call **ACCESS, 689-4353**, and ask for your list.

If you are perplexed by a problem that is not covered by a Fastpak, you can call ACCESS and request the information you need. A customized information package will be sent to you by AV delivery within two weeks.

"Every time you learn something new you become something new."
—Dr. Leo Buscaglia

Mrs. Patricia Bardellini, president of the Contra Costa County Board of Education, addressed the graduates.

A REAL WINNER

by Carol Jefferson

Have you ever considered using one theme to tie together the curriculum and activities for a whole school year?

Neva Skoglund, fourth grade teacher at **Byron Elementary School,** and her teaching assistant, **Carol Ligon,** did just that last year and won a special regional prize as a result. The $100 prize from the national "Tell Us What You're Doing" contest, sponsored by Chevron Chemical Company, was just the topping on a richly rewarding year.

Asked how it all began, Mrs. Skoglund very kindly replied, "With an article in the September issue of the **County Schools Bulletin.**" More likely, it began with her desire to share her love and appreciation of nature with her students through some environmental enlightenment. Added to this was the need she saw for a beautification project in the town of Byron. However it began, the seed of an idea was nourished until if filled the classroom and branched out to blossom in the whole community.

The following essay by one of her students will serve as an introduction to the year.

OUR TREES

The fourth grade class had wanted to do a tree project. I will start at the beginning because it is a long story. O.K. It all started when Mrs. Skoglund, our teacher, had this crazy idea at the first of the year.

Some kids voted yes, some voted no. I was in the middle.

Later, we went down town and took a look around and then planned where we were going to put about one hundred trees. We were going to put some on the side of the highway, but Mrs. Skoglund forgot one thing: Where are we going to get the money for the trees?

Mrs. Skoglund finally got her head together and she got us to buy candybars and sell them. We sold lots of them. We not only paid for our tree order, but we helped the sixth grade class with over two hundred dollars in the candybar sale.

We had enough money to buy 2500 trees. When they arrived we planted 1500 trees in a tree farm and nursery. Every kid had three trees to take home and plant immediately. We had one thousand trees that we planted in ditches to keep for later planting.

EDWARD KNECHT
Age: 10

Here we find lessons in group process, writing, marketing and selling, decision-making, and finance, plus a field trip, and the beginnings of some knowledge of botany and horticulture.

In addition to trees for the beautification project, the class purchased seedlings of Sequoia Redwood, Bishop Pine and Douglas Fir for a tree farm. They plan to use proceeds from the sale of some of these trees to pay for their 6th grade trip to Yosemite and 8th grade graduation. (Long range planning)

It became quite easy, Mrs. Skoglund found, to use the two projects for practical application in English and language arts (poetry, letter-writing, essays, etc.); math, mapmaking, charts and graphs; art, photography, drama, music; and skills such as dittoing and laminating.

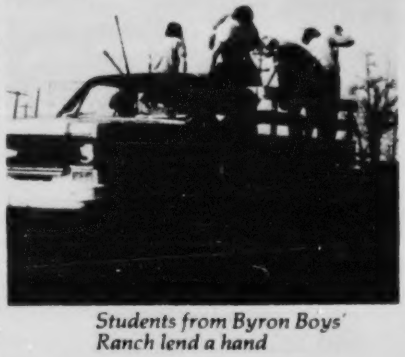
A very real understanding of local government resulted when the class discovered that they couldn't just plant the trees in town and let it go at that. Who would take care of the trees? Who would water, spray, prune and fertilize? Would the roots interfere with pipe lines or the branches with visibility? So communication developed with town officials, the Chamber of Commerce, the Highway Department, Public Works Department, Delta Irrigation, and many others. Raymond E. Jackman, forester for the State Parks Department, worked closely with the class and was of invaluable assistance throughout the year.

Another benefit not to be underrated, according to Mrs. Skoglund, was the experience of a sense of harmony in human relations. As the problems were worked out and the beautification project got underway, many groups and individuals helped, including parents, teachers, other students and school staff, Boy Scouts, Girl Scouts, 4-H Club, Fire Department, and students from Byron Boys' Ranch.

"The spirit of unity and cooperation generated by the project enabled the youngsters to feel a supreme joy, pride and satisfaction in their collective accomplishment."

A very nice way to end the school year!

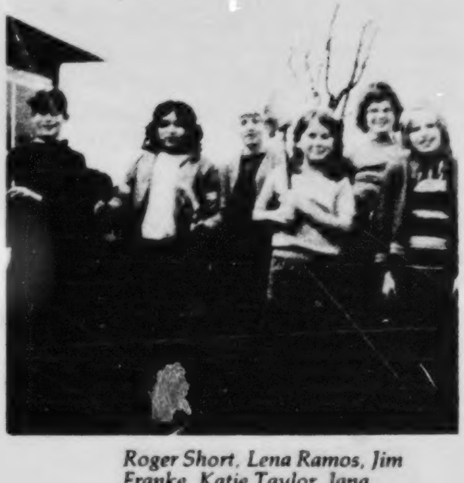
And the seed of an idea to help you begin the year.



Students from Byron Boys' Ranch lend a hand

Chris Graves and Ed Knecht - ready for work

Ray Jackman, Jim Desmond, Neva Skoglund



Roger Short, Lena Ramos, Jim Franke, Katie Taylor, Jana Johnson, and Danette Lunsford

LAW IN A FREE SOCIETY

Helping students learn their rights and responsibilities in a free society is a complex task, but a very important one. Legislation recognizing its importance has been passed (S.B. 1426), requiring secondary schools to include instruction in our legal system, the criminal justice system, and the rights and duties of citizens under law.

With the assistance of a community steering committee and funding under the California Council of Criminal Justice, plans for inservice training in the **Law in a Free Society Project** have been completed.

Two projects in Contra Costa County will be funded, one for Mt. Diablo Unified School District and one for other school districts in the county.

Bob Watanabe, coordinator of social sciences and human resources development for the County Superintendent of Schools, reports that the county's inservice course will be offered for K-12 teachers for **ten weeks** beginning Tuesday, **October 14. Location:** Las Lomas High School, 1460 South Main Street, Walnut Creek. **Time:** 7-10 p.m. **Instructors:** John Sanford, Acalanes Union High School District and Dr. James Solberg, San Ramon Valley Unified School District, assisted by teachers at various grade levels. **Credit:** Three quarter units in professional level social sciences from U.C.L.A. **Fee:** $25/semester.

George Larson, secondary curriculum consultant for Mt. Diablo Unified School District, says that the Mt. Diablo's inservice course will also begin on **Tuesday, October 14, 7-10 p.m.**, with the same credit and fee. In addition to George Larson, the instructors include **Marilyn Garvey**, social studies department chairman at Clayton Valley High School, and **Aleta Dunn**, social studies teacher at Pine Hollow Intermediate. As the Bulletin goes to press, teachers at the elementary school level have not yet been appointed to serve as instructors.

Course description: The **Law in a Free Society Project** is intended to provide opportunities for students in grades K-12 to explore a number of concepts such as authority, justice, and responsibility, through a variety of activities, including readings, simulations and numerous problem-solving activities. The course is intended to help teachers develop better understandings of concepts and issues related to the law. At each inservice session there will be opportunities for resource people representing various law-related professions such as attorneys, judges, police department officials, etc., to provide information in their areas of expertise; the instructors will spend a portion of each session developing strategies to help teachers implement these ideas in their classrooms at all grade levels.

It is anticipated that there will be free materials for teachers through the inservice program. For more information contact Bob Watanabe at **937-4100** extension **236**, or George Larson at **682-8000**.

Attention: Social Studies Teachers

"Passengers in the Same Boat: the United States, the Third World, and the Common Market . . . Teaching about World Crises Seminar"

East Bay Council for the Social Studies and the Atlantic Council will co-sponsor a seminar from 8:30 a.m. to 3 p.m. **Saturday, September 27**, at the Hotel Claremont, Berkeley.

The seminar will feature outstanding speakers, panel discussions, and free materials. It will be of particular value to secondary and college level teachers and students. College credit will be available.

For more information contact **Catherine Bedecarre, 682-3958**, or write E.B.C.S.S., 4386 Armand Dr., Concord 94521.

The East Bay Council for the Social Studies announces that the 8th Annual Conference will be held **Saturday, October 18**, at **Northgate High School** in **Walnut Creek**. There will be a demonstration of many Bicentennial activities that elementary and secondary teachers will be able to use in their classrooms this year.

Another special feature of the Conference will be participation by 40-50 students in a Model U.N. session.

George Larson, secondary curriculum consultant for Mt. Diablo District, is Conference Director and **Nelson Shelton** of the host school is Local Arrangements Chairman.

College credit will be available for participation in the one-day workshop session.

Try to clear your calendar for this outstanding event. Information will be sent to all area schools, or you may phone Mr. Larson at **682-8000**.

✓ Under a grant from the National Science Foundation, an inservice training institute in **People in Technology** and **Exploring Human Nature** was conducted by the Contra Costa County Schools Office and California State University at Sacramento. A number of teachers from this county, as well as other areas in Northern California, participated in the three-week conference, which was held at Rainbow Tavern Lodge in Soda Springs, California.

During the coming school year a series of follow-up seminars will be conducted to bring participants together and to include other teachers who are interested in finding out more about PNT and EHN.

Dates of these seminars and awareness workshops will be announced in a future issue of the **Bulletin.** For additional information, contact **Bob Watanabe**, 937-4100, extension 236.

CAREER EDUCATION

Last year students at Walnut Creek Intermediate School gained a new awareness of the world of work within their city.

A program of Career Awareness was developed by Mrs. **Gynithe LaSalle**, school counselor, and implemented in two seventh grade social science classes. The goals of the program were to aid in the development of self-awareness; to provide an awareness of the world of work; and to clarify the relationship between the academic world and the working world.

Guest speakers were invited to share their working experience with the students. These speakers discussed a variety of jobs from policeman to licensed nurseryperson. Many speakers were former students of Walnut Creek Intermediate School.

A slide and tape kit for use in the program was developed by Mrs. LaSalle and **Dan Seng**, a photography teacher. The uniqueness of this kit lay in the fact that all of the vocations presented were at places of business in the Walnut Creek area, and again featured former students whenever possible.

As the school year progressed, additional teachers became involved, and started using career materials in their subject areas.

By the end of the year, all of the eighth grade social science students had also become involved with an awareness of careers that they felt fit their life-style and made education more relevant to them.

Plans are to expand the program next school year.

P.O.I.N.T.
A SYSTEM OF TEACHING THROUGH MODALITY STRENGTHS

by Carol Jefferson

No longer should echos of "How many times have I told you . . ." reverberate through the halls of anyone's life. P.O.I.N.T. (Patterned Observation Integration), a program developed by the Fresno Unified School District, helps the K-3 teacher identify learning methods of individual children and develop ways of teaching to their modality strengths. P.O.I.N.T. was used last year in the **Antioch Unified School District** under the direction of **Jeanie Rheault**, reading specialist for the district.

Mrs. Rheault explains that the program is based on the idea that each person learns most easily using visual, auditory or motor skills. A child who doesn't respond to oral instructions may have an auditory learning weakness, but could learn quickly through visual or motor activities.

To help you understand the concept, let's pretend: You are on a trip and have become not quite lost - but are not too sure of the best way to reach your destination. Would you prefer to stop and ask someone for directions, to take out a map to plot your course, or to drive around until you get oriented? There is no right answer - the decision would depend on whether you understand best by hearing, by seeing, or by doing. It is important for teachers to be aware of their own learning style before they begin to use the P.O.I.N.T. method.

Initially, the program suggests diagnostic activities which will help the teacher observe and identify modality strengths. These are not performed in a testing atmosphere, but are a part of the regular daily classroom pursuits. Once the strengths are identified, the program suggests a variety of methods for teaching through these strengths.

For instance, math might be taught orally, or with records or tape recorders, for the children with auditory strengths, while those with visual strengths would learn faster using dominoes, rulers or graphs; and a number line on the floor for stepping off problems could be helpful for children with motor strengths. It is expected that the whole class would end up knowing the same number concepts although they would have arrived at the knowledge by different methods.

The idea is to encourage a child to want to learn by being successful in the tasks he is asked to perform. With a feeling of accomplishment, his ability and self-worth are established and he will be eager to try new skills. At this point the program suggests methods of improving weaknesses to gradually bring about an integration of all modalities. Mrs. Rheault points out that the P.O.I.N.T. program is most successful with children from preschool through third grade.

Learning centers for skill reinforcement are an important part of the program. Workbooks are provided which give sample independent work activities in the areas of reading, writing, science/social science, math, language arts and motor skills.

If you are interested in learning more about this approach to learning, you can call **Jeanne Rheault,** Antioch Unified School District, 757-7110 or **Walter Hambleton,** Parkmead Elementary School, Walnut Creek, 934-7257.

HOW TESTS FAIL

The controversial issue of testing will be explored in a two-weekend credit course, **"How Tests Fail,"** at the University of California Extension's Berkeley campus. The course will be held **November 14-16 and 22-23.**

"What you don't know about standardized tests can hurt you—and your students," according to Leo P. Ruth, member of the U.C. faculty, who will head the course. Nontechnical information about the nature of standardized intelligence and achievement tests, and their limitations for making educational decisions, is the aim of the course.

Guest speakers will cover such topics as cultural bias in test content and discriminatory use of scores; meanings of various kinds of test scores; the "IQ myth"; evaluating existing tests; designing new kinds of tests; finding alternatives to standardized tests; the need for reform in the testing industry; and legal considerations, including privacy and access to test results.

Lee Conway, director of special projects evaluation, **Richmond Unified School District,** will be one of the guest speakers.

Registration fees, including materials, are $50 without credit and $75 for three quarter system units of credit. For further information contact Education Extension, University of California, Berkeley, telephone 642-1171.

ECE COURSES AT CONTRA COSTA COLLEGE

Several new courses are being introduced in Contra Costa College's early childhood education curriculum beginning with the fall semester.

Early Childhood Education 298-80, Behavioral Techniques with Young Children, will be especially geared to parents and teachers working with young children.

There is currently great interest in Montessori Methods and its applicability to all kinds of preschool curriculum. Early Childhood Education 125 will cover an introduction to the philosophy and practice of Montessori schools, including the making of instructional materials.

The popular Early Childhood Education 131-80, Science Experiences for Young Children, will again be offered.

People wishing to enroll at the college should call the Admissions Office, 235-2583, for registration appointments.

UC DAVIS COURSES AT DVC AND LMC SET FOR THIS FALL

U.C. Davis' Diablo Valley area Part-Time Degree Program announced the schedule of the University's Fall 1975 courses to be offered locally starting in October.

At both Diablo Valley and Los Medanos Colleges there will be daytime closed-circuit television courses in Consumer Behavior, Local Government and Politics, The American Administrative System, and Sociological Theory.

Other bachelor's level courses in Behavior of Community Organizations, Sociology of Social Welfare, and Advanced Psychology will be taught in person by UCD faculty at DVC on weeknights from 7 to 10 p.m. The bachelor's degree majors include psychology and applied behavioral science.

In addition, master's level programs in engineering (civil, chemical, and electrical) and administration (business, public, and environmental) will be televised to LMC and DVC. Courses include Organization Theory, Personnel Administration, Urban Public Policy and Decision-making, Marketing Management, Systems Analysis, Urban Transportation Planning, Engineering Hydromechanics, and Advanced Thermodynamics.

For further information on admissions standards, applications deadlines, and counseling, call Ms. **Vivian Willinger** in Concord at **689-4804** or write U.C. Davis, 2401 Stanwell Drive, Suite 460, Concord 94520.

BICENTENNIAL OBSERVANCE

LIBERTY TREE PLANTING PROGRAM FOR SCHOOLS

The Women's Clubs of Contra Costa County have endorsed the official Liberty Tree Planting Program of the Contra Costa County Bicentennial Committee. The goal is to plant a Liberty Tree at every school and park in the county and at public buildings, with appropriate local ceremonies and publicity.

All schools in Contra Costa County—**secondary, elementary, special, public and private**—can participate in this activity. If your school has not been contacted by a member of a Women's Club in your area, call **Mrs. Robert A. Camozzi**, past president of the Alamo Women's Club and coordinator of the Liberty Tree project for the Bicentennial Committee. Her address and phone are: 102 Sonora Avenue, Danville, 94526; 837-3039.

The school orders for the trees must be made as close to October 15 as possible so that a combined order can be sent to the nursery in time for an early planting in November. Trees will be five-gallon size and will be delivered to a central point for pickup by local women's clubs. Arrangements for pick-up by or delivery to schools will be made by the local clubs. Planting and after care instructions will be sent with the tree.

The Liberty Tree (California Redwood: *Sequoia sempervirens*) has been designated the official Bicentennial tree by the California State Bicentennial Commission. It is symbolic of the liberty trees around which patriots of colonial towns gathered 200 years ago. California has sent this tree to all other Bicentennial states.

RADIO PROGRAMS FOR THE BICENTENNIAL

The National Public Radio Forum is sponsoring a series of programs on the American Issues. The series is narrated by **Roger Crommie** (host of "Book Beat" on KQED) and is broadcast over KALW - FM (91.5) and KQED - FM (88.5) from 8-11 a.m. Pacific Time.

Next program in the series, on November 1, is "Certain Inalienable Rights," followed on November 29 by "A More Perfect Union - the American Government."

Listeners' Guides which teachers can use for background information may be obtained from **KQED, 1011 Bryant Street, San Francisco, 94105.**

Get into the Spirit of '76

LEARNING ABOUT LAW (A GOOD BICENTENNIAL ACTIVITY)

> "Where law ends, tyranny begins."
> William Pitt

Understanding the concept of law is basic to accepting the values and traditions of American society. To teach that understanding, teachers at all levels are being encouraged to provide students with law-focused learning activities. **Bob Watanabe,** coordinator of social sciences and human development for the County Superintendent of Schools, is coordinating law education programs, and ACCESS has put together three new Fastpaks with background information and activities for teaching about law:

FASTPAK #49 - Teaching Elementary Children About Law

FASTPAK #50 - Law-Related Education in the Junior High School

FASTPAK #51 - Law-Related Education in the High School

Fastpaks, for those who have never tried one, are packages of information containing copies of journal articles, excerpts of books, and microfiche. They are sent out on a three week loan, by way of the county film delivery service, to any Contra Costa County teacher who calls ACCESS, 689-4353, to ask for them.

The same number will also bring any teacher a custom made search packet of information for classroom use. ACCESS has helped teachers by providing information on such varied activities as teaching nutrition through cooking in kindergarten and educating high school girls on rape prevention.

TO REQUEST INFORMATION FROM ACCESS, JUST DIAL 689-4353 AND EXPLAIN WHAT YOU NEED.

BICENTENNIAL ELEMENTARY SCHOOL PERIOD TECHNIQUE FAIR

(Sponsored by the
County Bicentennial Committee
as a fund-raising project for
the planned restoration of the
John Marsh Home, Marsh Creek Road,
Contra Costa County)

Restoration of the **John Marsh Home** is a top priority county project for the Bicentennial Year. The two-story stone house built for John Marsh, one of the county's best-known pioneers, is an exceptionally beautiful example of Victorian architecture, ca. 1856. The house and surrounding seven acres are now county property, and it is the intention of the county to restore it as a period museum.

The restoration offers a unique opportunity for school-age children to take part in the re-creation of local history by participating in a major fund-raising event for the John Marsh Home, **THE ROMERIA** (Spanish for a Happening), sponsored by the Contra Costa Historical Society. The Romeria will be held on the grounds of the John Marsh Home in **May, 1976,** and will include various types of entertainment.

The County Committee proposes to include an ELEMENTARY SCHOOL PERIOD TECHNIQUE FAIR as part of the Romeria. The Period Techniques Fair will be open to any elementary school in the county interested in participating. A 10'x10' plot will be assigned to schools interested in sponsoring a booth. Booth categories may be crafts, games, or baked goods derived from the period 1776-1886. Costumes are encouraged. Wooden booth construction is not mandatory; displays can be arranged on portable tables.

By helping to raise money for the home, the school-age children can feel an active role in the restoration of the home. It would also unify **all elementary schools** in the county in a **Bicentennial Celebration.**

To determine interest in holding an ELEMENTARY SCHOOL PERIOD TECHNIQUE FAIR all schools interested in sponsoring a booth are urged to respond by October 31, 1975 to:

Mr. R. S. Bloss, Chairman
County Bicentennial Committee
838 Escobar Street
Martinez, CA 94553

WE WILL SPONSOR A BOOTH FOR THE ELEMENTARY SCHOOL PERIOD TECHNIQUE FAIR:

NAME OF ELEMENTARY SCHOOL: ______________________________

CRAFT (Describe if possible): ______________________________

GAME (Describe if possible): ______________________________

BAKED GOODS (Describe if possible): ______________________________

NAME OF RESPONSIBLE PERSON: ______________ PHONE: __________

KNOW YOUR COUNTY BOARD

Charles Spears, vice president of the Contra Costa County Board of Education for 1975-76, represents Area VI, which covers the eastern part of the county.

A resident of Pittsburg, Mr. Spears was named Man of the Year in 1969 by that city's Junior Chamber of Commerce. He holds an Honorary Life Membership in the California Congress of Parents and Teachers, has been board chairman of the Pittsburg Drug Therapy Center; board chairman of the City of Pittsburg Redevelopment Agency; a member of the Mt. Diablo USD Parents' Study Council; past chairman of Board of Directors, Pittsburg Concerted Services; organizer of West Pittsburg Pop Warner Football League; past president of Pittsburg Branch of the National Association for the Advancement of Colored People; and is active in church and other community activities.

Mr. Spears is employed by U.S. Steel in Pittsburg. He and his wife have one daughter, who is married. His hobbies include stamp collecting and listening to music.

Lucille Mauzy, Area VII representative on the County Board, has become an honorary member of Delta Kappa Gamma, an educational sorority.

Primo Ruiz, Area III, is teaching a class in business law at Los Medanos College in Pittsburg.

DATES TO REMEMBER

October	PTA Membership Month
13	Columbus Day
17-18	CANHC Conference, Richmond (Calif. Assn. for Neurologically Handicapped Children)
25	Foreign Language Assn. of Northern California, Holy Names College, Oakland
31	UNICEF Day
31	Deadline for early registration CHA Spring Conference, San Francisco (Humanities)
November	
7-9	CEC State Convention, San Diego (Council for Exceptional Children)
11	Veteran's Day Holiday
11	CATESOL/ATESA Mini-Conf., San Francisco area (Foreign Language)
16	CCCMR Assn. Bazaar, Concord (Contra Costa County Mentally Retarded Assn.)
16-23	American Education Week
27-29	NCTE Annual Convention, San Diego (English)

CHARLES SPEARS
AREA 6

STATE TESTING PROGRAM

On November 13 the State Board of Education will receive the annual report of statewide results of the California Assessment Program, 1974-75. The profiles of school district performance are being forwarded to school districts as soon as they are printed.

The testing schedule for **1975-76** is as follows:

Fall 1975, testing period of 10 school days beginning with the 11th day of instruction; Grade One; **Entry Level Test.**

December 1 - 12, 1975; Grade Twelve; **Survey of Basic Skills.**

April 19 -- 30, 1976; Grade Six; **Survey of Basic Skills.**

April 26 - May 21, 1976; Grades Two and Three; **Reading Test.**

Note that the testing date in grade one is now based on the number of school days; grade 12 is tested a month earlier than last year; and grades 2 and 3 have a longer period for testing. All of these changes, reports **Alexander Law**, chief of the **Office of Program Evaluation and Research,** have resulted from suggestions of district personnel. Testing procedures will follow the pattern established in 1974-75.

CONTRA COSTA COUNTY
BOARD OF EDUCATION
Patricia Bardellini, President, Area 5
Daniel Arteaga, Area 1
Murray "Red" Martin, Area 2
Primo Ruiz, Area 3
William F. Dowling, Area 4
Charles Spears, Area 6
Lucille Mauzy, Area 7

California High School Proficiency Examination

During 1975-76, the State Department of Education will implement the California High School Proficiency Examination (CHSPE) program, pursuant to legislative mandate. The program will allow all 16- and 17-year-olds who have not graduated from high school to apply for the examination and, if successful, to be awarded a "Certificate of Proficiency" by the State Board of Education. (Results will be reported on a "Pass" or "Fail" basis only.)

The Certificate is **legally** equivalent to a high school diploma, except that those certificate holders who have not regularly graduated from high school will have to submit verified parental approval in order to leave school before reaching age 18. Because the certificate is the legal equivalent of a high school diploma, certificate holders of any age may enroll in California community colleges on the same basis as persons who have graduated regularly from high school.

Test Administration

In order not to impose an added major responsibility upon secondary school personnel, the State Department of Education is contracting with Educational Testing Service (ETS) for the test administration in much the same manner that the Preliminary Scholastic Aptitude Test (PSAT) is administered. Local schools will have the responsibility of verifying the eligibility of applicants and providing counseling to students who pass regarding their options in the event they desire to leave school.

Testing Schedule

The examination will be offered twice during 1975-76. The first administration is planned for December 20, 1975, and the second for March 27, 1976. Four administrations, probably on a quarterly basis, will be offered during 1976-77.

School districts will be receiving additional information from the Department of Education and ETS. Reference to the proficiency examination may be found in the Education Code, beginning with Section 12601, amended in 1975 by Senate Bills 1243 (now law) and 470 (effective January 1, 1976)

EMS EDUCATIONAL MEDIA SERVICES

DISASTER PREPAREDNESS KITS

Norman L. Myers, Coordinator of Civil Defense Education and the California State Department of Education has provided us with several kits entitled "Your Chance to Live."

These have been placed in school districts in each area of the County for circulation to schools on a loan basis.

The kit consists of 8 filmstrips with accompanying cassettes and covers such disasters as earthquakes, floods, nuclear disaster, tornadoes, hurricanes and pollution. There is a manual in each kit to provide teachers with background information related to the content.

Kits have been placed in Mt. Diablo Unified School District with **Oral Lee**; Walnut Creek, School District, **Una Burris**; Richmond Unified School District, **Lajetta Lacy**; and John Swett Unified School District at the **high school library**.

EMS will retain one kit for circulation to the East County area.

###

OAKLAND MUSEUM KIT
- Spanish Version

The Docent Council of Oakland Museum has provided EMS with a kit of filmstrips and cassettes describing the Cowell Hall of California History, the Natural Science Gallery and the Gallery of California Art. The cassettes are recorded in Spanish for use with Spanish speaking students.

Either the English version or the Spanish version can be borrowed by calling the library, 689-4212.

###

NEW ON THE PROFESSIONAL BOOK SHELF

Miscellaneous

021 Lubans, John
Educating The Library User

021.2 Ward, Pearl
The School Media Center

025 Ricking, Myrl
Personnel Utilization in Libraries - A Systems Approach

132 Chess, Stella
Annual Progress in Child Psychiatry & Child Development 1974

370.15 Rubin, Louis
The Future of Education - Perspectives on Tomorrow's Schooling

373.1 Chernow, Fred B.
Teaching and Administering the High School Alternative Education Program

379.12 Summerfield, Harry L.
Power and Process - The Formulation and Limits of Federal Education Policy

379.19 Popham, W. James
Educational Evaluation

550.7 Exline, Joseph D.
Individualized Techniques for Teaching Earth Science

###

Reading

372.4 Thonis, Eleanor Wall
Teaching Reading to Non-English Speakers. Collier-Macmillan Teachers Library.
The author, who is involved in the Yuba County Reading-Learning Center, weighs the good and bad points of all approaches to the teaching of reading and provides a detailed list of suggestions as to what can be done to help the individual child.

372.41 Bielawski, J. G.
Reading Games Make Reading Fun. R.D. Communications.

372.41 Fry, Edward Ph.D
The Emergency Reading Teacher's Manual. Creier Educational Systems.

372.41 Karlin, Robert
Teaching Elementary Reading, 2nd Ed. Harcourt Brace Jovanovich, Inc.

372.41 Miller, Wilma H.
Reading Correction Kit. The Center for Applied Research In Education. Dr. Miller is the author of six other works in the field of reading as well as textbooks. She has her doctorate in reading and has been a college teacher for the past ten years.

This spiral book is composed to twelve sections each dealing with specific techniques and spiced with many examples of work-sheets, exercises and devices that can be duplicated.

372.41 Spache, George D.
Good Reading For Poor Readers. Revised. George D. Spache.

420 Dale, Edgar, Jos. O'Rourke and Henry A. Bammon
Techniques of Teaching Vocabulary. Field Education Publications.
The authors cite techniques that will help students to:

a. Broaden and enrich their language experiences
b. See words as the names of experiences
c. Bring almost-known words into sharp focus
d. Use the principle of transfer by analyzing words and key word parts
e. Be aware of external and internal context clues
f. Learn to enjoy language
g. Sharpen their reading skills

428.4 Walcutt, Charles C. et al
Teaching Reading - A Phonic/Linguistic Approach. Macmillan Publication Co.
The authors make a case for a reading program that is based on a symbol system that is not subject to individual differences and a four step sequence from reading readiness through reading awareness, reading for meaning and reading for knowledge and pleasure.

###

ON THE SCREEN WITH 16

Dear Film Evaluator,

Thank you for your participation in our 16mm film evaluation program during the 1974-75 school year. It is through your efforts that only the finest of 16mm films are purchased for inclusion in the film library. Your continued interest this school year will be most appreciated.

We will continue through the current year to review new 16mm films in all subject areas and grade levels along with our on-going re-evaluation of present EMS film holdings. Please feel free to bring to our attention any subject areas that you may feel need updating or film titles that may be obsolete. We like to hear from you and sometimes like to reply.

For those teachers who may have changed school buildings it would be most helpful if you would notify us of your present teaching location; this will enable us to expedite more quickly new 16mm films to you for evaluation.

Thank you again for helping us to keep the film library current.

Sincerely,
William R. Roberts, Director
Educational Media Services

###

1975-76 FILM SUPPLEMENT

Sometime during the next few weeks a film supplement will be delivered to your school. It will include all those film titles acquired since the 1974 EMS Film Catalog. Please do not destroy your 1974 Film Catalog. It will remain in existence until a total revision is done sometime this fall.

###

MECCA '76

Let us invite you to MECCA '76, February 12th through the 14th, 1976.

The California Association
of School Librarians
&
The California Association for
Educational Media & Technology
San Francisco • February 12-14, 1976
St. Francis Hotel • Convention Center
Brooks Hall

Over 250 exhibits. Largest Educational Media Show in the west plus fun for the family on a holiday weekend in San Francisco.

General sessions featuring George Leonard and Marya Marnes.

Conference and hotel registration will be mailed to you Dec. 1.

SAVE THE DATES
ALERT THE FAMILY
MECCA IN S.F.

CONTRA COSTA COUNTY
SCHOOL BULLETIN
October, 1975 Vol. 41, No. 2
Published monthly during the school year
by the Contra Costa County
Superintendent of Schools Office
Dr. Floyd Marchus, county superintendent
Kay Ludolph, editor
Carol Jefferson, assistant editor
Pleasant Hill, California 94523

Contributions to the **Bulletin** are encouraged. Articles (typed and double-spaced) and photos (black and white only) should be sent to the editor by the 15th of the month preceding the month of publication.

BILL PAGE SAYS "THINK little!"

About 430 teachers turned out for the Conference on **How Teachers Individualize and Humanize Education** last month.

They came from all over Northern California. One teacher, Cheryl White, explained that she drove down from Vacaville because "we just don't have anything like this there!" She had already attended one workshop and said that had been enough to make the trip worthwhile.

The keynote speaker, **Bill Page,** brought some specific suggestions for teachers. One that stood out was the admonition to "think **little.**"

"When you go back to the classroom on Monday morning, look for **one** kid that you can help or **one** thing that you can change about your room or your teaching."

Teachers don't change their lifestyle, he said, and they are all different. ("Why is it," he asked, "that administrators don't allow for individual differences among teachers? Why do they all have to make lesson plans, or attend every faculty meeting?")

- Some things to do on Monday:

1) Make it fun—that's "the least you can do for a captive audience." One way to do this is to add the **dimension of movement.** Say to the children, "When you read your story this morning, go to your favorite spot in the room." (Everybody looks forward to his chance to read!) In a biology class, let students act out the roles of the proton, neutron, etc. In history, build the Alps by piling chairs on top of each other. In shorthand, let students act out brief forms while the class identifies each one.

2) Add the **dimension of chance.** Let each student roll dice to see how many problems must be solved, how many questions to answer, how many pages to read. Or: "You get to read, Susan, until you hear a car door slam . . . until you hear the timer go off . . . until the next time we hear someone yell outside."

3) **Get the kids involved.** They have no responsibility if they don't participate. Find ways to let them participate in scheduling, curriculum, evaluation: Bring two stories, ask class to choose one . . . Let them decide when themes are due.

- What message does your **room arrangement** convey? Does its decor say what you want it to say—"Welcome, come in, this is a neat place to be."?

- The **personal touch:** write a personal note to a student—"I like the way you . . ." "I appreciated the way you..." "I noticed that you didn't respond when someone called you a bad name . . ." Write a letter to a student at his home . . . Be willing to apologize if you made a mistake . . . Make notes by each child's name in your roster ("He likes to be in front of the class," "She is shy, needs extra attention")

- Think about the **variables** and change just one or two.

- Finally, accept the responsibilities of your job: "I make the decisions, **I am responsible** for my classroom. I have a choice." There is no such thing as group responsibility, only individual responsibility, says Page. "Don't use teacher-training as a cop-out!"

"THE TEACHER"

A 16mm motion picture film, *The Teacher*, has recently been produced by the State Department of Education and is now available for distribution. The 27-minute film tells the story of Dentler Erdmann, business teacher at Belmont High School in Los Angeles, who was named "Teacher of the Year" for 1975.

More than the story of a single teacher, the film is a warm and moving dedication to all teachers.

For information for future bookings of the film, contact **Howard Koppelman,** California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814, or call (916) **322-6140.** The film is available at no charge except for return postage.

Saint Mary's College
Office of Continuing Education
announces
THE SECOND ANNUAL
CREATIVITY CONFERENCE
Chester Aaron, Coordinator
November 8 and 9 (Sat. & Sun.)
8:30-5:00, Saint Mary's campus

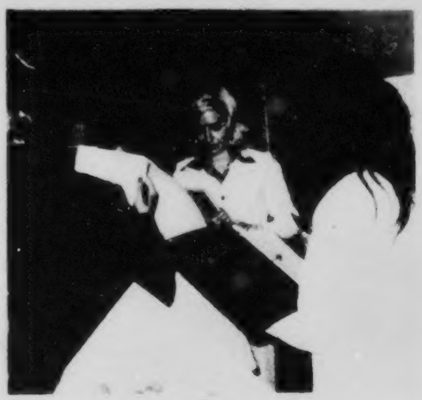
Program includes: The U. C. Dance Theater presenting "The House of Bernada Alba"; Victoria Hochberg, producer and director of "Hollywood—You Must Remember This," and "Virginia Woolf"; Berkeley Stage Company, full length play; San Francisco Conservatory of Music concert and lesson demonstrations; an opportunity to talk with the artists and "brown bag lunch" entertainment.

Cost: $30.00 for both days, or $7.50 per event; half-price for students. Extension credit available, 1½ semester units, $12.50 additional.

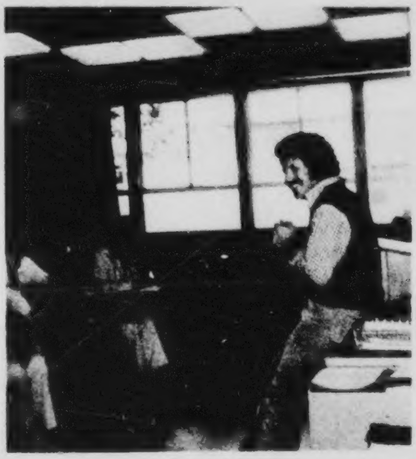
For further information, contact **Dorothy Wilson, 376-7512.**

COVER PHOTO—Teachers examine some of the many instructional materials at a workshop on "Treating the 'Disease' in Language Arts" at the Individualization Conference

Bill Page and Carl Thomas chat with participants



Jean Emery, Arroyo-Seco Elementary, Livermore Valley Jt. USD, demonstrates how to treat the "disease" in language arts



Roger Shore, Vallecito Elementary, Lafayette, shows teachers how photography can make the classroom more fun ems

IF IT MOVES—SHOOT IT!

. . . On Super 8 mm film and send it to the 10th Annual California Student 8 mm Film Festival!

The California Association for Educational Media and Technology and the California Audio-Visual Education Distributors Association sponsor this film festival, which is open to public and private school students from kindergarten through community college.

Official entry forms have been distributed to each school building in Contra Costa County. If additional entries are needed, contact **EMS, 689,4212**. The deadline for entries is **January 9, 1976.**

REVIEW BOOKS ON METRICS

An outstanding selection of texts on metric measurement is available at EMS. Don't forget that if you can't get in during the day, EMS is open evenings Monday through Thursday. The schedule is: 7:30 a.m.-9 p.m. M-Th; Friday, 7:30 a.m.-5 p.m. (The latter schedule is also observed during Christmas vacation, spring vacation, and during the summer.)

"CALIFORNIA MISSION MUSIC"

The U.C. Extension Media Center has supplied EMS with a two-record stereo album of "California Mission Music," which may be borrowed by teachers. A booklet accompanying the record album provides a wealth of information about the music of the mission era and is illustrated with photographs, drawings, and reproductions of old lithographs.

VOLVO KEYS FOUND

A patron of the EMS Film Library left his Volvo keys there, where they may be retrieved.

FLYING THE BICENTENNIAL FLAG

School districts and school building administrators are cautioned to remember that any special Bicentennial flag cannot replace or fly above the current flag of the United States. It should also be flown below the flag of the State of California. (It may be preferable to fly it on a separate flagpole altogether.)

access

MORE FUN AND GAMES FROM ACCESS

Games are a great way to make learning fun. Junior high and intermediate school teachers now have a choice of three new **Fastpaks** of games for English, math or social studies classes available on loan from ACCESS. The new Fastpaks, made up in answer to many teacher requests, are:

FASTPAK #46 - Social Studies Games for Junior High Students.

FASTPAK #46 - Mathematics Games for Junior High Students.

FASTPAK #48 - Games for English Classes in Junior High Students.

Because Fastpaks are already packaged materials, they can be sent out immediately in response to any teacher who calls the ACCESS Center at **689-4353.**

In addition, ACCESS will make up an **individualized packet** of materials within two weeks for any teacher who calls the Center to request other information. The only limitation made on such individual searches is that they must be for use in the school instructional program and not for purposes related to college course work.

Both Fastpaks and individually requested materials are sent to the schools by the County AV delivery. For further information about ACCESS services or about any topic in education, call **689-4353** and ask ACCESS.

County Map for Bicentennial

A very handsome historical map of the county has been produced by the **Contra Costa County Historical Society.** Single copies may be purchased for $3.00 + 20¢ tax or $3.20; for orders of 12 or more, $2.00 each plus tax (total cost for 12 maps - $25.56). Since the key to the map is on the reverse side, teachers may want to purchase two copies of the map so that both sides can be displayed on a bulletin board. The key is particularly attractive because photographs of important places and buildings will be of special interest to students. The map can be seen at Educational Media Services, 2371 Stanwell Drive, Concord.

Orders should be placed directly with Roy S. Bloss, 1490 Laurentia Way, Alamo, 94507.

PRESIDIO MUSEUM TOURS

The Presidio Army Museum is offering to Bay Area schools complete tours of the Presidio of San Francisco and its historic Museum dedicated to telling the history of the Presidio and the role of the Army in the West.

Location: Lincoln & Funston, Presidio of San Francisco.

Parking: Parking lot directly across street from Museum.

Hours: 10 to 4, Tuesday through Sunday (closed Mondays).

Tours: Guided tours may be arranged for groups of 15 through 40.

There is no admission charge.

For further information, or to arrange for guided tours, please phone 561-4115.

FORT MASON GROUP TOURS

The National Park Service Rangers of the Golden Gate National Recreation Area (GGNRA) invite you to bring your class for a free tour of the headquarters area at Fort Mason. Located at Franklin and Bay Streets in San Francisco, the spot was used as a Spanish lookout and fortification, a home for early S.F. settlers, a Civil War defense line, and overseas troop center. Tours can be directed towards various topics: California history, S.F. history, natural history. A Discovery Walk workbook for students through grade 5 is available; it discusses the natural history as well as the cultural history.

Bring a bag lunch - the Park Service says there's a nice picnic area for groups up to 35. For further information call 556-0560.

SCHOOL PREPARATIONS FOR THE HOLIDAYS

The Christmas season will soon be here and it seems appropriate at this time to remind ourselves that not every student nor every staff member is of the same religious faith. For this reason we should try to exercise good judgment in the presentation of class or school activities during the holidays so that no one need be embarrassed or uncomfortable.

May the spirit of good will toward all men prevail. We wish each of you a joyous holiday season and a productive New Year.

Floyd Marchus

Special Ed Update

by Andrea Harris
project specialist
Comprehensive Plan
Management Services

Sixteen school districts are reorganizing special education services within the Master Plan framework and have been in operation since September. A number of questions have been asked regarding the plan. The following is in response to those most frequently asked:

How is a child referred for special education services?

If a teacher suspects that a child has exceptional needs, the Resource Specialist is consulted. This contact can result in a referral to the School Appraisal Team. The Resource Specialist will work with the teacher to complete a referral form. The Resource Specialist will then bring the child's case to the School Appraisal Team for action. The referring teacher becomes a member of the SAT and participates in determing the child's eligibility and special education program. The teacher serving on the SAT will change depending upon which child is being considered. In addition, parents, professionals and persons representing community agencies may also refer children directly to the School Appraisal Team.

Forms! Forms! Forms! Why all the forms?

The State Department of Education requires information from agencies implementing the Master Plan as a basis for evaluation of the program. In an effort to make the current forms more practical, representatives from all school districts will be reviewing present data collection procedures. For the time being, however, the forms in use do satisfy the State Department's evaluation criteria as detailed in the Proposed Title V Regulations dated October 10, 1975.

What happens if a parent does not agree with the special education program recommended for his child?

The involvement of parents in the decision process begins before a child is recommended for placement. Parents must be notified at least ten days prior to any assessments necessary to determine the child's needs. However, verbal permission from a parent before the end of the ten-day period may be obtained and the assessment process can then begin immediately.

The parent is then invited to attend a meeting of the SAT or to meet with a member of this team to discuss the educational placement of the child. The parents must agree in writing to the instructional plan that has been written before special education services can be provided.

If the parent does not agree with the placement decision of the SAT, he may appeal the decision to the Educational Assessment Service for review. If the EAS concurs with the decision of the SAT, the parent may still appeal to the County Superintendent of Schools and, finally, to the State Superintendent of Public Instruction.

In any event, the parent has the final say as to the educational future of his or her child, and even though a parent gives permission at one point in the decision-making process, that permission may be taken away at any time. However, experience indicates that when parents are truly involved in the planning process, they are much more likely to agree with and support educational programs recommended for their children.

Youngsters from the George Miller Memorial Center, East, recently received a gift of 75 tickets to the Emmett Kelly, Jr. Circus, held at the Concord Pavilion. The tickets were donated by radio station KWUN for the use of the students and their parents. Pictured l. to r. are Don Defesi, KWUN, students Eddie Hogan and David Packard, and Mrs. John Hawkins, member of the Center's Parents Club.

Follow-up: HIP

The Contra Costa County Board of Education has approved an application to the Office of Education in Washington, D.C., for federal funds of $4,950 to assess the long-range effectiveness of the High Input Project.

If approved by Washington, the project will enable the County Superintendent of Schools Office to fulfill a commitment made to the State Department of Education. That commitment, said Dr. Geraldine Devor, the director of HIP, involves the statistical analysis of school test scores of the children who were in the special preschool program at Belding School, Richmond.

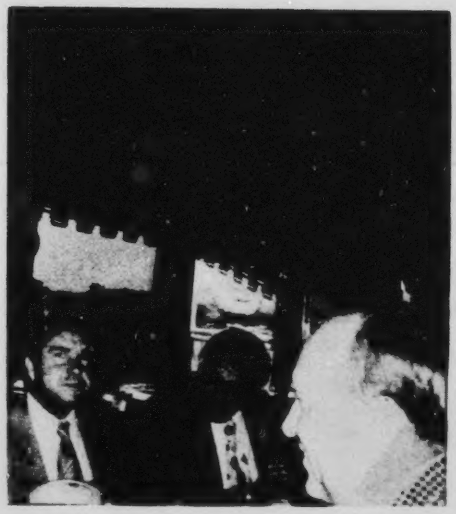
She said that preschool intervention programs "tend to have a history of short-term success but decreasing effectiveness over the years." She is confident that follow-up studies will indicate that HIP did reduce learning problems for the children when they entered the elementary grades. In the independent audit of the project, it received a very high rating; the follow-up will assess the long-term gains made by the children.

The Richmond Unified School District has been extremely cooperative, Dr. Devor said, and kindergarten teachers of High Input students have already been meeting with HIP staff to discuss the background and progress of the children.

The follow-up study project is for the year 7/1/76 - 7/1/77. Renewed funding would be sought for two more years so that the children could be followed through the third grade.

- The County Board also approved an application for federal funds which would make possible the statewide dissemination of the project. Dr. Devor said that a constant stream of requests for information on the High Input Project had been received, and the federal funds would enable HIP to serve as a prototype for other preschool programs for high risk children. The application is for $54,470 to cover the period of 7/1/76 - 7/1/77 and would include the costs of training personnel of other school districts to implement the HIP model.

INDIVIDUALIZED INSTRUCTION
ASSOCIATION - NORTH
5TH ANNUAL CONFERENCE
Cabana-Hyatt House
and
Gunn High School
Palo Alto
April 2 and 3, 1976
More details later.



Pictured at a recent Superintendents' Breakfast in Crockett are (top row, l-r) **Robert Fifield,** Contra Costa County associate superintendent, and **Glenn Dufour,** chairman of the group and superintendent of John Swett USD; County Superintendent **Floyd Marchus,** Richmond USD Superintendent **W. W. Snodgrass** and Controller **Fred Basalto;** Superintendents **Allan J. Petersdorf,** San Ramon Valley USD, **John Searles,** Martinez USD, and **James Merrihew,** Mt. Diablo USD; (bottom row, l-r) **William M. Jordan,** assistant superintendent, Walnut Creek, **Ray Extrum,** superintendent, Knightsen, and **Ted Hanberg,** superintendent, Byron Union; **George Renworth,** superintendent, Moraga.

Career Centers

PART TWO

The following is a continuation of the article begun in the October issue of the *Bulletin.* It was written by **Jane Upp** near the end of the last school year and has been edited only when necessary to bring the information as up-to-date as possible.

EAST COUNTY

The **Antioch Unified School District** has a career center which is under the direction of **James Walquist,** director of vocational guidance. The center has offered occupational, vocational and career information for three years and is open during school hours. There is at least one student a day who takes advantage of the facilities, and many take advantage of the opportunity to hear guest speakers brought in, one each quarter. The center is located near the library and parents volunteer their time to be on the advisory committee for the center.

A work Experience Program at **Liberty Union High School** has been functioning for two years under the guidance of **David Kirby.** Since Liberty doesn't have a career center, Mr. Kirby concentrates on offering an individualized program and individual discussions with the 50 students in the W.E. program. He also has them complete assignment sheets, and he makes himself available to students throughout the day. In addition to the Work Experience program, Mr. Kirby also coordinates other programs such as the ROP and Vocational Guidance. When time allows, he gives talks on "Career Education for the Classroom Teacher," as well as related fields, to interested groups.

Pittsburg Senior High School's vocational counselor, **Jack Tackett,** reports that their three-year-old career center is now housed in the school library and is under the direction of **Ron Broatch,** who also coordinates the Work Experience program.

Mr. Tackett has a very full schedule as a half-time regular school counselor in addition to vocational counseling. He is pleased that the vocational counseling is coordinated with the counseling office, and he says that students are called in to the office rather than waiting for them to take the initiative. After-school workshops have also been held for the counselors to acquaint them with the vocational materials.

The Differential Aptitude Test is given to 9th graders, as well as the Job-O, in order to create student awareness of their interests and needs and to help them make their own decisions. A Career Center Orientation for 9th graders includes consideration of the following: "Where are you now? Where are you going and how do you plan to get there?

Funding has always been a problem because federal money staffs the centers and programs, and one is never sure whether funds will be made available.

Another point made by Mr. Tackett is that the job market is constantly changing and educators and students must be aware of this fact. Because industries change more rapidly than schools, resources become outdated; the coordinator and others involved must keep on top of things.

"The best resource is in the field," he says. In accounting, for example, rather than read about it, the student should see it in action. He arranges for student visits to people at work in the community. He uses the IBM card for the Printer's Readers to learn of local contacts.

NYC Offers Students Job Opportunities

by Mary H. Dunten
public information officer
County Administrator's Office

Any teenager can tell you that a part-time job is hard to find.

Thanks to the federal Comprehensive Employment Training Act (CETA), 125 young people in Contra Costa County have been able to get one of those precious jobs.

Last month they began work at a wide variety of tasks as members of the Neighborhood Youth Corps. Some are clerical, library, mechanical and recreation aides.

Melvin is a television production aide at Antioch High School. Arturo serves as a youth leader for Community Services to the Spanish Speaking in Oakley.

Tina tutors at the North Richmond Neighborhood House. Kathy is an office manager for Social Advocates for Youth in Concord.

They are all full-time students between the ages of 14 and 21, from low-income families. They work 10 hours a week for public agencies or non-profit organizations, at $2.10 an hour.

Nick Gonzales, NYC director, said the youths chose occupations in which they are most interested and then staff from local community groups searched for jobs in those areas. In addition to the on-the-job work experience, the students are able to receive counseling, tutoring and other services to help them stay in school through graduation.

Gonzales said 1425 young people benefited from a variety of NYC programs this past summer:

- Jobs and 1,160 free meals were provided in a lunch program for youth from 1 to 21.
- Many were able to attend summer school full time or combine study and work experience.
- Job finding workshops were provided for enrollees at the end of the summer.
- Sixteen students received scholarships for a six-week university summer session in Mexico.
- Ten trainees received work experience at Diablo Valley Ranch, and alcohol treatment center.
- Seven enrollees were able to become licensed Class Two bus drivers and then drove other youngsters to work in minibuses.
- Residents of the county's Girls' Center gained training outside the institution through community agencies.

Some of the jobs filled by NYC youngsters were: fire trainees, teacher assistants, day care assistants, painters assistants, food supervisors, recreation aides, vehicle maintenance, lifeguards, community garden project aides, mural painters, groundskeeper and court clerk assistant.

The Neighborhood Youth Corps program is funded by Department of Labor CETA funds. The $110,112 for Contra Costa County's in-school program goes directly to the students.

Administration of the program, through the County Superintendent of Schools, is also financed by CETA.

Cooperating agencies for this school year include the Carquinez Coalition, the Concerted Services Project, County Housing Authority, North Richmond Neighborhood House, Contra Costa YWCA, Mt. Diablo YMCA, Martinez School District, the cities of Concord, Pittsburg and San Pablo, the United Council of Spanish Speaking Organizations (Brentwood-Oakley-Pittsburg) and the Pacifica, Pittsburg and Antioch high schools.

Two NYC Success Stories

Jenice Machado and **Bill Woods**, both Neighborhood Youth Corps enrollees under the CETA program, recently held a thank-you party for their fellow employees at the County Schools Office.

Jenice, who is now working with Management Analyst **Bob Zanussi** on computer programs, says that she had switched from one interest to another while in high school. She enrolled in the Clerk-Typist Regional Occupational Program in September, 1974, and came to work in the County Schools Office shortly after her enrollment.

A full-time employee since January, Jenice says, "I've found out from working on the job that I like computer work." She hopes to go further in this field by taking a class at a community college.

Bill Woods enrolled in NYC in 1972. He has received on-the-job training from **Ernest Gaines** in the NYC office, which is directed by Nick Gonzales and administered by the County Superintendent of Schools.

Like Jenice, Bill took a Regional Occupational Program, and he has also taken courses at Diablo Valley College and Heald Business College. Since May of this year he has been an invaluable adjunct to the County Schools Mail Department. "By next spring," Bill says, "I expect to go to San Francisco State to major in counseling and psychology."

Jenice Machado and Bill Woods (The torn ligaments in Jenice's leg have not kept her from her work.)

The thank-you party to the County Schools Office included this note: "We both appreciate what you all have done in one way or another, for helping us to achieve our work experience positions. Both of us enjoy our jobs as well as our associations with others. To sum up our feelings of the training and experience we have attained, as well as the skills we learned in the Regional Occupational Program and on-the-job training—it really pays off in achieving future goals. It pleases us to have the opportunity to thank you all!"

Don't Look Now, But 4-H Has Changed

An information-sharing meeting of county youth agencies recently revealed that the public may be unaware of changes that have occurred in 4-H Clubs. Their projects still include animal care and home economics, but did you know that the more than 70 projects covered also included such things as marine science, rocketry, photography, mini-gardens, ecology/conservation, public speaking, fly tying/recreation/camping and health/safety?

The 4-H program is open to all youth between 9-19 and is made possible through the cooperation of the County of Contra Costa and U.C. Extension. Further information may be obtained from the County 4-H Office, P. O. Box 351 (960 East Street), Pittsburg, 94565 (telephone 757-7535, 439-8282, ext. 201, or 682-8601).

Appendix EE

ASK ACCESS

A teacher-responsive system is in operation at ACCESS, the unique information center in the Contra Costa County Superintendent of Schools Office. More than one hundred requestors a month dial 689-4353 to ask for help from ACCESS, and they range from an administrator needing long range plans to cope with declining enrollments to a classroom teacher wanting to motivate slow learners in a sixth grade math class.

To answer these requests, ACCESS staffers depend on ERIC–a massive data bank compiled by a federally-funded network of 16 clearinghouses around the country. Each clearinghouse has responsibility for a specific field–teacher education or early childhood education, for example.

Members of the clearinghouse staff read and index everything of significance that appears in that field–journals, books and even unpublished materials produced by schools or researchers. The journals they index are on file at ACCESS; the county professional library acquires the new books ERIC recommends; and the unpublished materials in the ERIC index are reproduced on microfiche and sent each month to the Center's files which now hold more than 100,000 microfiche documents.

To search this formidable data bank and keep up with the flow of incoming questions, ACCESS staffers use a terminal connected to a computer in Palo Alto where the ERIC indexes are stored. Once the terminal has printed a list of articles and documents on the subject of a user's request, a researcher goes over the list to choose the articles and documents that seem to answer the question asked and has copies made. The researcher also hunts through the library and the Center's own local document collection to find any further useful information. Then the whole packet of books, pamphlets, Xeroxed articles, and microfiche is sent off on a four-week loan to the requestor by way of the county AV delivery service.

When similar requests are repeated a number of times, the ACCESS people make up what they call a FASTPAK–a pre-packaged selection of materials on that topic. FASTPAKS can be sent off on loan as soon as requested. Lists of new and revised FASTPAKS for 1975-76 are being sent to all teachers this fall.

A special ACCESS service for vocational education teachers is a collection of LAP's from many sources. In spite of the ethnic acronym, a LAP is a learning activity package designed for individual student use with a minimum of teacher instruction. These LAP's are listed in a catalog which is available in all high school libraries.

ACCESS also publishes a bi-weekly newsletter during the school year for school administrators; and this year the Center will test a new line of administrator FASTPAKS.

For an everpresent help in time of need, teachers would do well to post the ACCESS phone number with their list of emergency numbers. **Dial 689-4353 and ask for information, please!**

Mt. Diablo Unified School District

BULLETIN

Volume XXVI **Number 1**

1936 Carlotta Drive, Concord, CA 94519

BOARD OF EDUCATION

Helen Kelly, President
John Lavinder, Vice President
Carl Hoover
Edith Draemel
Robert Skirvin

James L. Merrihew
Superintendent of Schools

Pat Howlett, Editor

Articles should be submitted to the editor by the 15th of each month.

ACCESS

Mrs. Kay Ludolph
Contra Costa County Schools
75 Santa Barbara Rd.
Pleasant Hill, CA 94523

RECEIVED
OCT 1 1975
CONTRA COSTA COUNTY
SUPT. OF SCHOOLS

```
TOTAL SERVICES BY SCHOOL WITHIN DISTRICT    9/75-11/75

..........................................................................

      DISTRICT                     SCHOOL

                                 0          46
                               150           1
         0          47
                               102           2
                               104           8
       104          10
                               103           4
                               106           7
                               107           3
       107          14
                               110           2
       110           2
                               114           7
       114           7
                               116           2
                               120           7
       120           9
                               100           4
                               101           7
                               128           5
                               132           3
                               134          12
                               136           4
                               138           3
                               144           2
                               145           6
                               146           4
       140          50
                               150           5
                               152          10
                               154           3
                               156           9
                               158           5
                               159           1
                               160          11
                               162          11
                               164           1
                               170           4
                               174           2
                               176           2
                               184           1
       176          65
                               204           6
                               206           1
                               208          11
                               21[illegible]           6
       206          24
                               216          12
                               482           1
```

```
TOTAL SERVICES BY SCHOOL WITHIN DISTRICT      9/75-11/75

..........................................................................

        DISTRICT                    SCHOOL

                               484          2
                               485          3
                               486          2
                               487          4
                               489          1
                               490          1
                               491          2
                               492          5
                               493          1
                               494          2
                               499          5
                               500          7
                               502          6
                               503          2
                               504          4
                               505          9
                               506          3
                               508          3
                               509          2
                               511          1
                               512          2
                               513          1
                               515          1
                               518          4
                               520          2
                               521          4
                               522          2
                               523          1
                               524          1
                               525         10
                               526          2
                               527          1
                               530          5
                               531          3
                               533          1
                               534          1
                               535          2
                               537          1
                               538          1
                               542          1
      216       124
                               108          2
                               132          1
                               148          1
                               190          1
                               218          3
                               223         11
                               248          2
      221        21
```

TOTAL SERVICES BY SCHOOL WITHIN DISTRICT 9/75-11/75

DISTRICT		SCHOOL	
		228	6
		230	3
		234	5
		236	2
		242	1
		244	1
236	18		
		312	1
		314	2
		317	7
		320	8
		322	6
		325	1
317	25		
		337	1
330	1		
		329	3
		332	8
		333	7
		335	1
		337	11
333	30		
		308	4
		310	2
		312	1
		341	4
		343	6
		345	5
		347	4
		349	3
		352	1
		400	1
		402	4
349	35		
		364	4
		368	9
		370	2
		371	4
		372	1
		373	11
		375	4
		378	6
		380	5
		382	3
		384	10
		386	4
		388	6
		390	9
		392	2

TOTAL SERVICES BY SCHOOL WITHIN DISTRICT 9/75-11/75

DISTRICT		SCHOOL	
378	80		
		327	10
		339	8
		360	9
		401	5
		403	5
		404	6
401	43		
		327	1
403	1		
		280	9
		327	2
		354	1
		356	6
		362	1
		405	3
		406	4
		407	1
		408	4
		409	4
		410	1
410	36		
		178	1
		182	7
		184	6
		186	12
		188	2
		189	3
		192	1
		194	2
		195	4
		252	4
		260	13
		262	2
		264	2
		266	8
		268	4
		269	2
		270	3
		271	5
		273	10
		274	4
		276	1
		278	2
		282	3
		286	3
		364	1
		412	19
		414	2

Appendix FF
5 of 5

```
TOTAL SERVICES BY SCHOOL WITHIN DISTRICT    9/75-11/75

...................................................................

      DISTRICT                      SCHOOL

                                 415          6
                                 418         11
                                 420          6
                                 422          5
                                 424          7
                                 426          6
                                 428          1
                                 432         10
                                 436          2
                                 438          1
                                 440          9
                                 442          3
                                 444          2
                                 446          2
                                 447          3
                                 450          1
                                 451          5
                                 454         14
                                 456          5
                                 458          8
                                 460         10
                                 462          4
                                 470          1
    460        248
                                 217          2
                                 475          5
                                 476          1
                                 477          3
                                 478          2
                                 479          1
    475         14
                                 551          8
                                 552          1
                                 553          1
    550         10
                                 561          1
                                 564          1
                                 566          1
                                 568          2
    560          5
                                 572          1
                                 573          1
    570          2
                                 605          1
                                 609          1
    600          2
                                 711          1
    710          1

TOTAL ITEMS INCLUDED IN THIS REPORT =    924
```

FIRST TIME USERS WITHIN DISTRICT WITHIN MONTH

```
.........................................................................
      MONTH                 DISTRICT              FIRST TIME CODE

                                                    1          1 — 1
                                                    2          3
                            104          4
                                                    2          3
                            140          3
                                                    0          1
                                                    2          3
                            176          4
                                                    0          1
                                                    1          2 - 2
                                                    2          5
                            216          8
                                                    1          2
                            221          2
                                                    1          1 - 1
                            333          1
                                                    0          1
                                                    1          3 - 3
                                                    2          3
                            378          7
                                                    1          1 - 1
                            401          1
                                                    0          1
                                                    1          6 - 6
                                                    2          4
                            460         11
                                                    2          9
                            475          9
                                                    2          1
                            560          1
                                                    1          1 - 1
                            600          1

                                                    2          1
                            114          1
                                                    2          1
                            140          1
                                                    2          1
                            206          1
                                                    1          3 - 3
                                                    2          1
                            216          4
                                                    2          1
                            221          1
                                                    1          1 - 1
                            317          1
                                                    1          3 - 3
                                                    2          4
                            460          7
```

— May

15/52 = 29%

1st time users = 15
5 Total = 52 =

Appendix GG
2 of 6

FIRST TIME USERS WITHIN DISTRICT WITHIN MONTH

June
$\frac{7}{20}$ = 35%

July
$\frac{5}{28}$ = 18%

MONTH		DISTRICT		FIRST TIME	CODE	
		475	1	2	1	
		550	1	2	1	
		560	1	2	1	
		600	1	2	1	
6	20					
		216	4	2	4	
		221	4	1	1	-1
				2	3	
		317	1	0	1	
		349	2	2	2	
		378	4	0	1	
				2	3	
		401	1	2	1	
		410	3	2	3	
		460	5	1	2	-2
				2	3	
		475	1	1	1	1
		550	1	2	1	
		570	1	1	1	1
		600	1	2	1	
7	28					
		0	1	1	1	1
		120	2	1	1	1
				2	1	
		140	2	1	1	1
				2	1	
		176	2	1	2	2
		216	1	2	1	

```
FIRST TIME USERS WITHIN DISTRICT WITHIN MONTH

...................................................................................

   MONTH              DISTRICT                    FIRST TIME CODE

                                                  1          1 -1
                                                  2          1
                      236         2
                                                  1          1 -1
                      333         1
                                                  2          1
                      378         1
                                                  1          1 - 1
                                                  2          1
                      401         2
                                                  1          3 - 3
                                                  2          2
                      460         5
                                                  2          1
                      475         1
                                                  1          1 - 1
                      550         1
                                                  2          1
                      560         1
                                                  2          1
                      570         1
                                                  2          1
                      600         1
          =    24
                                                  1          1 -1
                                                  2          1
                      104         2
                                                  1          2 - 2
                                                  2          1
                      107         3
                                                  1          1 - 1
                                                  2          1
                      114         2
                                                  1          1 - 1
                                                  2          1
                      120         2
                                                  1          2 - 2
                                                  2          1
                      140         3
                                                  1          3 - 3
                                                  2          2
                      176         5
                                                  1          8 - 8
                                                  2          5
                      216        13
                                                  1          4 - 4
                                                  2          2
                      221         6
                                                  1          2
```

Aug
12/24 = 50%

Appendix GG
4 of 6

FIRST TIME USERS WITHIN DISTRICT WITHIN MONTH

```
........................................................................................
      MONTH                    DISTRICT                  FIRST TIME CODE

                                                          2          1
                            236        3
                                                          2          3
                            317        3
                                                          2          3
                            333        3
                                                          2          1
                            349        1
                                                          1          4 - 4
                                                          2          6
                            378       10
                                                          1          1 - 1
                                                          2          1
                            401        2
                                                          1          3 - 3
                                                          2          1
           Sept             410        4
                                                          1         11 - 11  ←
   44                                                     2          3
   -- = 54%                 460       14
   82                                                     1          1 - 1
                                                          2          1
                            475        2
                                                          1          1 - 1
                            550        1
                                                          1          1 - 1
                                                          2          2
                            560        3                              Total=44
      0       82
                                                          0          1
                              0        1
                                                          1          1 -1
                                                          2          1
                            104        2
                                                          1          1 -1
                                                          2          1
                            107        2
                                                          1          3 -3
                                                          2          1
                            114        4
                                                          1          1 - 1
                            120        1
                                                          0          1
                                                          1          2 - 2
                                                          2          3
                            140        6
                                                          1          4 - 4
                                                          2          3
                            176        7
```

Appendix GG
5 of 6

FIRST TIME USERS WITHIN DISTRICT WITHIN MONTH

MONTH	DISTRICT		FIRST TIME CODE		
			0	1	
	206	1			
			2	4	
	216	4			
			0	1	
			1	4	-4
			2	2	
	221	7			
			2	1	
	236	1			
			1	1	-1
			2	1	
	317	2			
			1	2	-2
			2	4	
	333	6			
			1	2	-2
			2	1	
	349	3			
			1	9	-9 ←
			2	6	
	378	15			
			1	4	-4
			2	5	
	401	9			
			1	4	-4
	410	4			
			0	1	
			1	9	-9 ←
			2	12	
	460	22			
			2	5	
	475	5			
			2	3	
	550	3			
			2	1	
	710	1			
10	106				
			1	1	-1
			2	2	
	0	3			
			2	1	
	104	1			
			2	3	
	120	3			
			1	1	-1
			2	3	
	140	4			
			1	1	-1

Oct

$\frac{47}{106} = 44\%$

$\frac{37}{109} = 34\%$

Nov.

Appendix GG
6 of 6

```
FIRST TIME USERS WITHIN DISTRICT WITHIN MONTH

....................................................................

     MONTH                 DISTRICT                FIRST TIME CODE

                                                   2         6
                           176       7
                                                   2         1
                           206       1
                                                   1        11 - 11 ←
 11/16 = 69% ——                                    2         5
                           216      16
                                                   1         3 - 3
                                                   2         1
                           221       4
                                                   2         1
                           236       1
                                                   0         1
                                                   2         5
                           317       6
                                                   1         1 - 1
                                                   2         5
                           333       6
                                                   1         1 - 1
                                                   2         2
                           349       3
                                                   0         2
                                                   1         5 - 5
                                                   2         8
                           378      15
                                                   1         2 - 2
                           401       2
                                                   1         1 - 1
                                                   2         3
                           410       4
                                                   1         8 - 8
                                                   2        15
                           460      23
                                                   1         1 - 1
                                                   2         4
                           475       5
                                                   1         3 - 3
                                                   2         1
                           550       4
                                                   2         1
                           560       1
   11   ,   109

TOTAL ITEMS INCLUDED IN THIS REPORT =      421
```

Appendix HH

EDUCATIONAL RESOURCES INFORMATION CENTER*

ERIC stands for Educational Resources Information Center. ERIC was originally conceived in the U. S. Office of Education in the mid-1960's as a system for providing ready access to educational literature. At the time ERIC was first discussed, the literature of education was uncontrolled. Research reports, submitted to OE by their contractors and grantees, received an initial scattered distribution and then disappeared. Reports from other sources generally remained equally inaccessible. ERIC was intended to correct this chaotic situation and to provide a foundation for subsequent information analysis activities and attempts to spread the use of current developments.

Because of the decentralized nature of American education, education's many specializations, and the existence of numerous professional organizations, ERIC's designers opted for a network of organizations rather than a single monolithic information center located in Washington. ERIC was conceived, therefore, as a network of "clearinghouses," located across the country in "host" organizations that were already naturally strong in the field of education in which they would operate.

Contracts with clearinghouses originally gave them responsibility for acquiring and selecting all documents in their area and for "processing" these documents. "Processing" includes the familiar surrogation activities of cataloging, indexing, and abstracting. This scheme has worked out very well. Virtually all observers of ERIC have concluded over time that the network of clearinghouses does a better job of ferreting out the current literature of education than one single information center in Washington could ever do. With their specialized subject expertise, clearinghouse staff are well qualified to manage ERIC document selection functions. Decentralization has paid off as well for information analysis and user service activities. However, decentralization was not the complete answer. In order to generate products that included the output of all network components, information gathered by the clearinghouses had to be assembled at one central place. ERIC's final design, therefore, included decentralized clearinghouse operations integrated around a central computerized facility which serves as a switching center for the network. The data recorded by each of the clearinghouses is sent to the facility to form a central data base from which publications and indexes are produced.

Similar arrangements are used to supply the public with copies of reports added to the system. A basic decision for ERIC was to make documents available from a central source instead of just informing users that a given document existed. It was, therefore, necessary to provide a document reproduction service where any non-copyrighted document announced could be obtained. (When permission is obtained, copyrighted materials are also reproduced.) In other words, ERIC was developed as a complete document announcement and retrieval service.

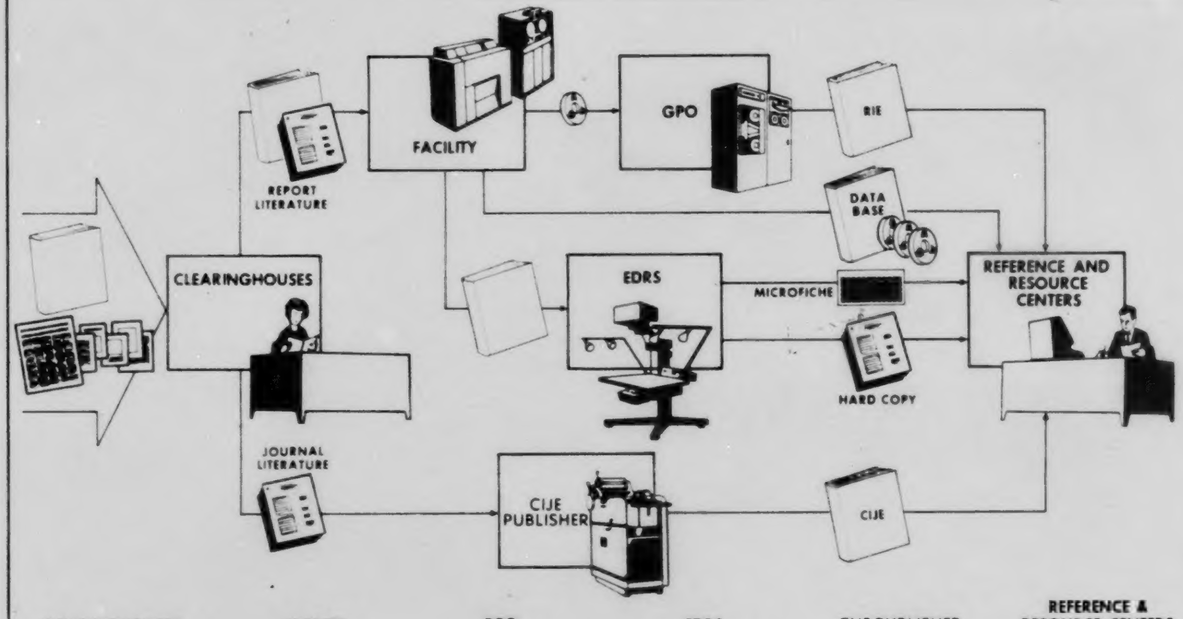
Both of these centralized services had entrepreneurial aspects. The Government obviously could not afford to subsidize every user's document needs. The document reproduction effort had to become self-supporting or it would become too expensive within Federal budgets. Therefore, users had to pay for reports they wanted. In the same way, dissemination of the data base is not subsidized by the taxpayer; persons wanting ERIC magnetic tapes are required to meet order processing, tape, and duplication costs. The Federal Government limits its investment in both areas by generating a fundamental data base and then permitting the private sector to market it at prices as advantageous to the public as possible.

In support of this strategy, and also because central facility operations depended on use of advanced technologies (computerized photocomposition and microreprographic technology), these functions were located in the commercial sector.

**Now located within*
National Institute of Education (NIE)
Washington, D. C. 20202

ERIC, therefore, emerges as a network with four levels. The first or Governmental level is represented by NIE and Central ERIC (the funder, policy setter, and monitor). The second or non-profit level is made up of 16 Clearinghouses located at universities or professional societies. The third or commercial level consists of the centralized facilities for managing the data base, putting out published products, making microfiche, and reproducing documents. Fourth and last are the users who receive the benefit of these activities.

ERIC NETWORK COMPONENTS


FACILITY
GPO
RIE
REPORT LITERATURE
DATA BASE
CLEARINGHOUSES
EDRS
MICROFICHE
REFERENCE AND RESOURCE CENTERS
HARD COPY
JOURNAL LITERATURE
CIJE PUBLISHER
CIJE

CLEARINGHOUSES
- Subject Oriented
  - Acquisition
  - Selection
- Abstracting
- Indexing
- Information Analysis
- Inquiry Processing

FACILITY
- Editing/Validation
- Data Input
- Lexicography
- Computer Systems
- Publication Preparation
- Data Base Management

GPO
- Photocomposition
- Abstract/Index Journal Publication (RIE)
- Subscr. Management

EDRS
- Microfilming
- Dissemination
  - Microfiche
  - Hard Copy

CIJE PUBLISHER
- Commercial Publishing
  - CIJE Journal
  - Other Spinoffs

REFERENCE & RESOURCE CENTERS
- Local User Dissemination
  - Computer Searches
  - Reference Services

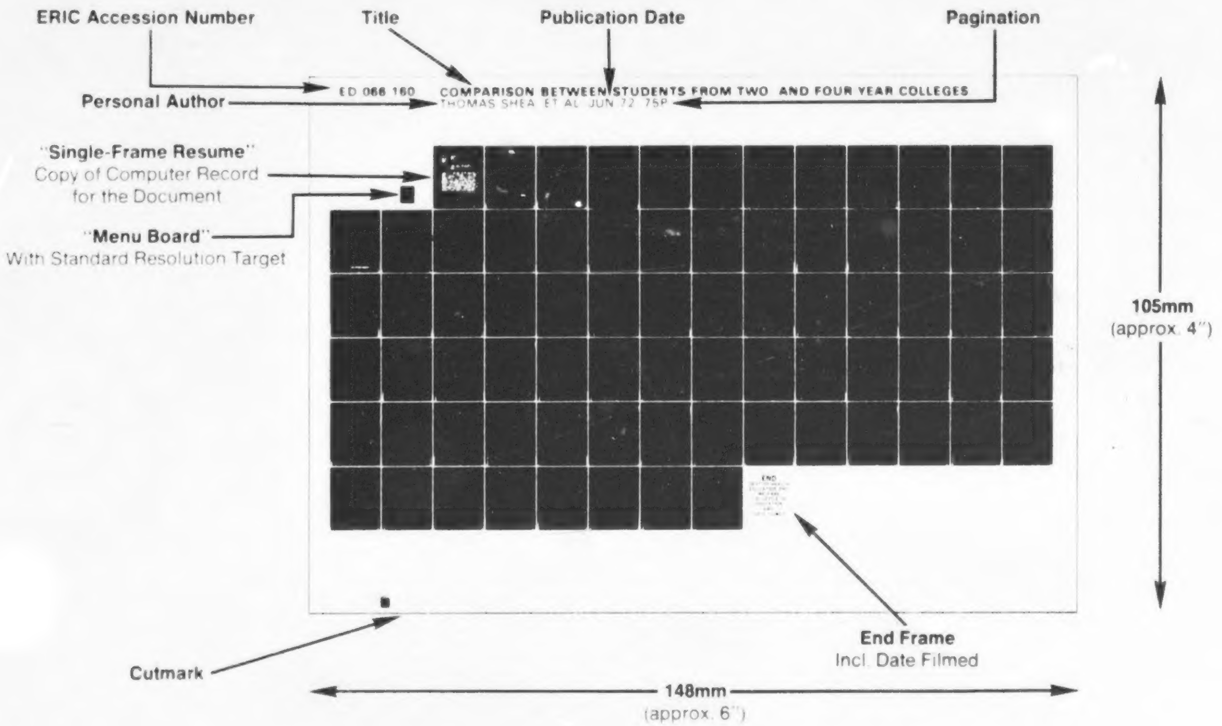
Appendix II

DOCUMENT REPRODUCTION SERVICE

EDRS is the document supply and distribution component of the ERIC network. All non-copyrighted documents (and any others for which reproduction permission has been obtained) announced in *Research In Education*, are forwarded to EDRS, where they are microfilmed and converted into microfiche (4" x 6" flat sheets of microfilm) according to Federal and National standards.

Interested users may obtain copies of ERIC documen[illegible]DRS in either microfiche (at 24 x reduction) or paper copy form (at 100% original size). Orders are accepted on either an on-demand or subscription basis. Subscribers may order the entire microfiche collection (monthly this amounts to about 950 titles contained on about 1400 microfiche) or subsets of the entire collection (such as all the titles input by a particular Clearinghouse). There are currently over 500 organizations that subscribe to the entire ERIC collection on a continuing basis. These are made up of Federal agencies, universities and colleges, state and local education agencies, school systems, professional associations, nonprofit groups, etc. There are over thirty subscriptions in foreign countries. Individual users consist of teachers, faculty, students, researchers, planners, administrators, counselors, therapists, and numerous other members of the educational community.

Each document announced in *Research In Education* carries with it its EDRS price (or alternate source of availability). Individual on-demand microfiche are sold at a standard price of $0.65; individual on-demand paper copies are sold on a graduated scale dependent on size. Subscription microfiche are sold at a bargain basement price (in order to encourage subscriptions) that works out to slightly over $0.10 per microfiche or about $2,000 a year for around 17,000 microfiche.


ERIC Accession Number
Title
Publication Date
Pagination
Personal Author
ED 066 160
COMPARISON BETWEEN STUDENTS FROM TWO AND FOUR YEAR COLLEGES
THOMAS SHEA ET AL JUN 72 75P
"Single-Frame Resume" Copy of Computer Record for the Document
"Menu Board" With Standard Resolution Target
105mm (approx. 4")
End Frame Incl. Date Filmed
Cutmark
148mm (approx. 6")

TYPICAL ERIC MICROFICHE 24x REDUCTION 98 FRAMES (7 x 14)

Meets COSATI and NMA Standards

Announcement and distribution are coordinated so that microfiche subscribers will normally have on hand the complete month's microfiche at the time the abstract journal arrives. In this way, whenever an interesting item is detected in the journal, the user may immediately pull the item from the microfiche file and examine it without delay using a microfiche reader. The added convenience of instant feedback without having to wait for an order to be processed is another reason why prolific users tend to prefer subscriptions to on-demand procedures.

In summary, EDRS constitutes a permanent document archive for the literature of education. Research results need no longer be unobtainable after receiving their initial distribution or going rapidly out-of-print. They need only be submitted to the ERIC system to be permanently available for future generations of practitioners and other educators.

For further information:
P.O. Drawer O
Bethesda, Maryland 20014
(301) 588-6180

GPO 871-566

145

Appendix JJ

```
LOCKHEED/DIALOG     **DETAIL  LISTING **                            PAGE    1
REPORTING PERIOD  08/01/75 TO 08/31/75

 |-----------------------------------------------|
 | ACCESS                            953         |
 | ATTN: MRS. ROUSSEAUR                          |
 |-----------------------------------------------|

SEARCH  START      END        TOTAL   TOTAL  BILLED    TOTAL    F  I  L  E
  NO     TIME      TIME        TIME   PRINT  TYPE      CHARGE   NO     NAME
       HH:MM:SS  HH:MM:SS     (HRS)   UNITS  UNITS       $
   1   13:39:05  13:46:42    00.127     15      0      $4.675   01 ERIC/CIJE
   2   13:46:42  13:50:33    00.064      0      0      $1.600   01 ERIC/CIJE
   3   13:50:33  13:54:09    00.060     43      0      $5.800   01 ERIC/CIJE
       DAILY TOTAL ( 8/ 4)   00.251     58      0     $12.075

   4   13:30:00  13:32:22    00.039     14      0      $2.375   01 ERIC/CIJE
   5   13:32:22  13:34:29    00.035     22      0      $3.075   01 ERIC/CIJE
   6   13:34:29  13:50:59    00.275     55      0     $12.375   01 ERIC/CIJE
   7   13:51:00  13:56:32    00.092     29      0      $5.200   01 ERIC/CIJE
       DAILY TOTAL ( 8/ 7)   00.441    120      0     $23.025

   8   14:10:14  14:14:17    00.068     31      0      $4.800   01 ERIC/CIJE
   9   14:14:17  14:17:21    00.051     32      0      $4.475   01 ERIC/CIJE
  10   14:17:21  14:21:16    00.066      0      0      $4.620   07 SOC SCI
  11   14:21:16  14:23:19    00.034      0      0      $1.190   06 NTIS (GRA)
       DAILY TOTAL ( 8/12)   00.219     63      0     $15.085

  12   13:37:03  13:47:31    00.174      0      0      $4.350   01 ERIC/CIJE
  13   13:47:31  13:56:54    00.156      0      0      $3.900   01 ERIC/CIJE
  14   13:56:54  14:06:60    00.168      0      0      $4.200   01 ERIC/CIJE
       DAILY TOTAL ( 8/21)   00.498      0      0     $12.450

  15   15:38:11  15:45:25    00.121      0      0      $3.025   01 ERIC/CIJE
       DAILY TOTAL ( 8/25)   00.121      0      0      $3.025

  16   13:00:21  13:08:44    00.140      0      0      $3.500   01 ERIC/CIJE
       DAILY TOTAL ( 8/28)   00.140      0      0      $3.500

 REPORT TOTALS                1.670    241      0     $69.16

         USAGE  ANALYSIS

DESCRIPTOR      PRINTS/ TYPE/  TIME/
 /SEARCH        SEARCH SEARCH SEARCH

     1             15     0     .104
```

RECEIVED
SEP 2[illegible]
[illegible]

Appendix KK

RECEIVED
NOV 4 1975
Purchasing-Contra Costa
County Schools Dept.

```
LOCKHEED/DIALOG   **DETAIL  LISTING **
REPORTING PERIOD  09/01/75 TO 09/30/75

|-------------------------------------------------------|
| ACCESS                                  953           |
| ATTN: MRS. ROUSSEAUR                                  |
|-------------------------------------------------------|

SEARCH  START     END       TOTAL   TOTAL  BILLED    TOTAL     F  I  L  E
 NO     TIME      TIME      TIME    PRINT  TYPE      CHARGE    NO    NAME
        HH:MM:SS  HH:MM:SS  (HRS)   UNITS  UNITS      $
   1  13:33:47  13:37:01   00.054     0      0       $1.350    01 ERIC/CIJE
   2  13:37:01  13:47:21   00.172     0      0       $4.300    01 ERIC/CIJE
   3  13:47:21  14:01:30   00.236     0      0       $5.900    01 ERIC/CIJE
   4  14:01:30  14:07:27   00.099     0      0       $2.475    01 ERIC/CIJE
      DAILY TOTAL ( 9/ 3)  00.561     0      0      $14.025

   5  13:31:49  13:41:03   00.154     0      0       $3.850    01 ERIC/CIJE
   6  13:41:03  14:07:42   00.444     0      0      $11.100    01 ERIC/CIJE
      DAILY TOTAL ( 9/ 4)  00.598     0      0      $14.950

   7  13:27:37  13:40:31   00.215     0      0       $5.375    01 ERIC/CIJE
   8  13:40:31  13:45:28   00.083     0      0       $2.075    01 ERIC/CIJE
   9  13:45:28  13:50:07   00.077     0      0       $1.925    01 ERIC/CIJE
  10  13:50:07  13:54:22   00.071     0      0       $1.775    01 ERIC/CIJE
  11  13:54:22  14:09:14   00.248     0      0       $6.200    01 ERIC/CIJE
  12  14:09:14  14:24:07   00.248     0      0       $6.200    01 ERIC/CIJE
  13  14:24:07  14:29:52   00.096     0      0       $2.400    01 ERIC/CIJE
  14  14:29:52  14:35:25   00.093     0      0       $2.325    01 ERIC/CIJE
  15  14:35:25  14:45:23   00.166     0      0       $4.150    01 ERIC/CIJE
      DAILY TOTAL ( 9/11)  01.297     0      0      $32.425

  16  08:34:26  08:41:07   00.111     0      0       $2.775    01 ERIC/CIJE
  17  08:41:07  08:49:47   00.144     0      0       $3.600    01 ERIC/CIJE
  18  08:49:47  09:00:30   00.179     0      0       $4.475    01 ERIC/CIJE
  19  09:00:30  09:13:32   00.217     0      0       $5.425    01 ERIC/CIJE
  20  09:13:32  09:18:02   00.075     0      0       $1.875    01 ERIC/CIJE
  21  09:18:02  09:25:07   00.118     0      0       $2.950    01 ERIC/CIJE
  22  09:25:07  09:28:35   00.058     0      0       $1.450    01 ERIC/CIJE
      DAILY TOTAL ( 9/17)  00.902     0      0      $22.550

  23  10:16:28  10:25:33   00.151     0      0       $3.775    01 ERIC/CIJE
  24  10:25:33  10:27:05   00.025     0      0       $0.625    01 ERIC/CIJE
  25  10:27:05  10:32:06   00.083     0      0       $2.075    01 ERIC/CIJE
  26  13:24:26  13:34:02   00.160     0      0       $4.000    09 AIM/ARM
  27  13:34:02  13:39:33   00.092     0      0       $2.300    01 ERIC/CIJE
      DAILY TOTAL ( 9/18)  00.511     0      0      $12.775

  28  10:51:20  10:53:32   00.037     0      0       $0.925    01 ERIC/CIJE
  29  10:53:32  10:58:36   00.085     0      0       $2.125    01 ERIC/CIJE
      DAILY TOTAL ( 9/22)  00.122     0      0       $3.050

  30  13:14:55  13:16:10   00.021     0      0       $0.525    01 ERIC/CIJE
  31  13:16:10  13:21:03   00.081     0      0       $2.025    01 ERIC/CIJE
  32  13:21:03  13:24:02   00.050     0      0       $1.250    01 ERIC/CIJE
  33  13:24:02  13:28:11   00.069     0      0       $1.725    01 ERIC/CIJE
  34  13:28:11  13:33:08   00.083     0      0       $2.075    01 ERIC/CIJE
  35  13:33:08  13:35:26   00.038     0      0       $0.950    01 ERIC/CIJE
  36  13:35:26  13:41:23   00.099     0      0       $2.475    01 ERIC/CIJE
```

```
4
 18 $GRADE 5
 19 $GRADE 6 2
0 01-13/+ 21 END/SAVE

? .EXECUTE
          17 17993 .SERIAL#: 3W
? $17*16
          18    39 17*16
? T18/5/1-2
1
ED108261  CS222156
  Sequence, Program Words, and Sequence Rationale for the 1971 Revised
First-Grade Spelling Program.
  Perciansky, Betty
  Southwest  Regional  Laboratory  for  Educational  Research  and
Development, Los Alamitos, Calif.
  Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
  Report No.: SWRL-TN-3-71-21
  Publ. Date: Aug 71  Note: 63p.
  EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
  Descriptors: Educational Objectives/ *Educational Programs/ Grade 1/
*Language Skills/ Primary Education/ *Spelling/ *Spelling Instruction/
Visual Discrimination/ *Word lists
  Pupils  participating  in  the  1971-1972  tryout  of  the Southwest
Regional Laboratory (SWRL) First Grade Spelling Program were taught to
combine  consonants  and consonant clusters with word elements to form
program  words.  This  paper  presents the sequence of instruction for
these  elements  and  the rationale used in deriving this sequence. In
addition,  it  also  provides a list of regular words, sign words, and
transfer words, as well as lists of contrast items to be emphasized in
teaching  pupils  to  discriminate  between elements and between vowel
correspondences. (Author)

2
ED108245  CS202132
  Review  of  the Follett Spelling Series, "Spelling Series, "Spelling
and Writing Patterns."
  Cronnell, Bruce
  Southwest  Regional  Laboratory  for  Educational  Research  and
Development, Los Alamitos, Calif.
  Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
  Report No.: SWRL-TN-2-70-48
  Publ. Date: Oct 70  Note: 12p.
  EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
  Descriptors:  *Content  Analysis/  *Educational Research/ Elementary
Education/  English  Instruction/ Language Arts/ Language Instruction/
Language  Skills/  *Research  Methodology/  *Spelling  Instruction/
*Writing Skills
  Identifiers: *Spelling and Writing Patterns
  The  Follett  spelling  series  "Spelling  and  Writing Patterns" is
reviewed  in  terms  of  content and method. While descriptive writing
plays  a considerable role in the series, it is discussed only briefly
in  this  paper.  It  is concluded that, other than in the first book,
spelling  instruction does not provide a sufficient basis for learning
the sound-to-spelling correspondences of English. (Author/AB)

? $17*15
          19    126 17*15
? )19/82165-999999/EJ
          20    13 19/82165-999999/EJ
? $20/5/1-3
? 915/6/7-18
7
ED097092
  Policies and Procedures for Administrative Personnel.

8
ED096769
  Evaluation System for School Administrators (ESSA).

9
ED094446
  Evaluation  of School Administrators. NAESP School Leadership Digest
Series, Number Five. ERIC/CEM Research Analysis Series. Number Seven.

10
ED089455
  The  Relationship  Between  the Superintendent's Management Behavior
and  Teachers'  Perception  of  the  Principal's  Rule  Administration
Behavior.
11
ED085853
  The School Board Looks at the Status of the Principal.

12
ED082379
  Issues   in   the   Recruitment   and   Selection   of   Educational
Administrators. A Case Study.

13
ED066812
  A  Study  of School Board Policies and Administrative Procedures for
Dealing   with   Field  Trips  in  School  Districts  in  Cities  with
Populations over 100,000 in the United States.
14
ED063665
School  Board  Policies  on  Field  Trips  & Excursions. Educational
Policies Development Kit.

15
ED060540
  Appraising  and  Improving  the Performance of School Administrative
Personnel.

16
ED058656
  Policies  for  Improving Board-Superintendent Relations. Educational
Policies Development Kit.

17
ED058559  H
adbook for Community Adult School Principals. Revised Edition.

18
ED046121#
  Planning   the   Financial   Compensation   of   School   Administrative
Personnel.

? =E
Event: Time,SearchTime,Date,User#,Descr,Docs,File
End:  8:14:55,005.25,11/18/75,0953,0009,0016,01
?
```

Appendix NN

CAREERGUIDANCE pb

5/3/72

Introducing Grades 4-8 to the world of work

Documents ED003-780, 004 715 [illegible]

Books - 371.42 Hill; Guidance for Children in Elementary School

Journal articles: 12 Vocational Guidance

NOTE:
(1) No Printout Reference #
(2) No Specific References to Journal Articles
(3) Topic Title Recently Assigned

Appendix 00

(PRINTOUT Reference #)

2488 AP

1-20-76

CALCULATOR (HAND-HELD) USE IN SECONDARY MATH

ERIC: 037 345   040 847

LOC DOC: NONE

ARTICLES:	MATH TCHR	FEB 72	183
		MAR 74	196
	ARITH TCHR	FEB 75	135
	ED TECH	DEC 74	43
	NAT EL PRIN	JAN 74	56
	SCH SCI MATH	MAR 74	221
		DEC 74	647
	NATIONS SCHOOLS	DEC 74	12
	AM BIO TCHR	NOV 74	496

BOOKS: NONE

1974 MIDAS SUPPLEMENT

A **M**aster **I**ndex to **D**ocuments in the **A**CCESS **S**ystem

Prepared by ACCESS, located at the Educational Media Services building, 2371 Stanwell Drive, Concord, California.

Published by Contra Costa County Superintendent of Schools Office, Floyd Marchus, Superintendent.

Contra Costa County Board of Education

Patricia Bardellini
Betty Kipp
Lucille Mauzy
Gonzalo Rucobo
Primo Ruiz
Charles Spears
P. B. Williamson

ACCESS Staff

John Jegi, Director
Juliana Rousseau, Research Librarian

1974

Credits:

Typing and Format: Joan Amidon, ACCESS
Production: Ara Miller, Educational Media Services
Cover Graphics: Valorie Buckler, Educational Media Services

SUBJECT HEADINGS USED IN THIS CATALOG

ABILITY GROUPING
ACADEMIC ACHIEVEMENT *SEE ALSO* ACHIEVEMENT
ACADEMIC FREEDOM
ACADEMICALLY HANDICAPPED
ACHIEVEMENT
ACHIEVEMENT TESTS
ACTION PROGRAMS (COMMUNITY)
ACTIVISM *SEE* STUDENT ALIENATION
ADMINISTRATIVE ORGANIZATION
ADMINISTRATIVE PERSONNEL
ADMINISTRATIVE POLICY
ADMINISTRATOR EDUCATION
ADMINISTRATOR EVALUATION
ADMINISTRATOR QUALIFICATIONS
ADMINISTRATOR RESPONSIBILITY
ADMINISTRATOR ROLE
ADMINISTRATOR SELECTION
ADULT BASIC EDUCATION
ADULT EDUCATION
AEROSPACE TECHNOLOGY
AFFECTIVE BEHAVIOR
AFFECTIVE OBJECTIVES
AFRICAN AMERICAN STUDIES
AFRICAN CULTURE
AFTER SCHOOL CENTERS
AIR POLLUTION CONTROL
ALCOHOL EDUCATION *SEE ALSO* DRUG EDUCATION
ALTERNATIVE SCHOOLS *SEE ALSO* EXPERIMENTAL SCHOOLS
AMERICAN GOVERNMENT (COURSE)
AMERICAN HISTORY
AMERICAN INDIANS *SEE ALSO* ETHNIC GROUPS, MINORITY GROUPS
ANTHROPOLOGY
ARCHAEOLOGY
AREA STUDIES
ART ACTIVITIES
ART EDUCATION *SEE ALSO* FINE ARTS, HANDICRAFTS
ASIAN STUDIES
ATTITUDE TESTS
AUDIOVISUAL AIDS *SEE ALSO* FILMS, VIDEO TAPE RECORDINGS
BEGINNING READING
BEGINNING TEACHERS
BEHAVIOR CHANGE
BEHAVIOR DEVELOPMENT
BEHAVIOR PROBLEMS
BEHAVIOR RATING SCALES
BEHAVIORAL OBJECTIVES
BILINGUAL EDUCATION *SEE ALSO* ENGLISH (SECOND LANGUAGE), SPANISH SPEAKING
BIOLOGICAL SCIENCES
BIOLOGY
BLIND
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION POLICY
BOARD OF EDUCATION ROLE
BOARDS OF EDUCATION
BOND ISSUES
BUDGETING *SEE* PROGRAM BUDGETING
BUILDING DESIGN *SEE ALSO* SCHOOL BUILDINGS
BULLETIN BOARDS
BUS TRANSPORTATION
BUSINESS EDUCATION
CAMPING *SEE ALSO* OUTDOOR EDUCATION
CAREER EDUCATION *SEE ALSO* OCCUPATIONAL GUIDANCE, VOCATIONAL COUNSELING, VOCATIONAL EDUCATION
CAREER OPPORTUNITIES
CAREER PLANNING
CENSORSHIP
CHANGING ATTITUDES
CHILD CARE CENTERS *SEE ALSO* DAY CARE SERVICES
CHILD CARE OCCUPATIONS
CHILD DEVELOPMENT
CHILD PSYCHOLOGY
CHILD REARING
CHILDRENS BOOKS *SEE ALSO* LIBRARY MATERIALS, READING MATERIALS
CITIZEN PARTICIPATION *SEE ALSO* COMMUNITY INVOLVEMENT
CIVIL RIGHTS
CLASS MANAGEMENT
CLASS SIZE *SEE ALSO* STUDENT TEACHER RATIO
CLASSROOM OBSERVATION TECHNIQUES
CLERICAL OCCUPATIONS
COCURRICULAR ACTIVITIES
COGNITIVE DEVELOPMENT
COLLECTIVE BARGAINING
COLLECTIVE NEGOTIATION *SEE ALSO* NEGOTIATION AGREEMENTS
COLLEGE BOUND STUDENTS
COLLEGE HIGH SCHOOL COOPERATION
COLLEGE STUDENTS
COLLEGE TEACHERS
COMMUNICATION SKILLS *SEE ALSO* LANGUAGE ARTS
COMMUNITY COLLEGES *SEE ALSO* JUNIOR COLLEGES
COMMUNITY INVOLVEMENT
COMMUNITY RESOURCES
COMMUNITY SCHOOLS
COMMUNITY SURVEYS
COMPENSATORY EDUCATION *SEE ALSO* DISADVANTAGED YOUTH
COMPOSITION SKILLS (LITERARY) *SEE ALSO* WRITING SKILLS
COMPUTER ASSISTED INSTRUCTION
COMPUTER ORIENTED PROGRAMS
COMPUTERS
CONSERVATION EDUCATION *SEE ALSO* ENVIRONMENTAL EDUCATION
CONSUMER EDUCATION *SEE ALSO* ECONOMICS, HOME ECONOMICS EDUCATION
CONTINUATION EDUCATION
CONTINUATION HIGH SCHOOLS
CONTINUOUS PROGRESS PLAN *SEE ALSO* NONGRADED SYSTEM
CONTRACTS *SEE* PERFORMANCE CONTRACTS
COOPERATIVE EDUCATION
COPYRIGHTS
CORRECTIONAL INSTITUTIONS
COST EFFECTIVENESS *SEE ALSO* PROGRAM BUDGETING
COUNSELING CENTERS
COUNTY SCHOOL SYSTEMS *SEE* REGIONAL PROGRAMS
COURSE EVALUATION
COURT DECISIONS
CREATIVE THINKING
CREATIVE WRITING *SEE ALSO* WRITING SKILLS
CREATIVITY RESEARCH
CREATIVITY TESTS
CRITICAL PATH METHOD
CRITICAL READING
CROSS AGE TEACHING
CROSS CULTURAL STUDIES
CROSS CULTURAL TRAINING
CULTURAL AWARENESS
CULTURALLY DISADVANTAGED *SEE ALSO* DISADVANTAGED YOUTH
CURRICULUM DEVELOPMENT
CURRICULUM EVALUATION
CURRICULUM PLANNING
DANCE
DATA PROCESSING
DAY CARE PROGRAMS
DAY CARE SERVICES *SEE ALSO* CHILD CARE SERVICES
DEAF CHILDREN *SEE ALSO* HEARING LOSS
DECENTRALIZATION *SEE ALSO* COMMUNITY SCHOOLS
DECISION MAKING
DELINQUENCY PREVENTION
DELINQUENT BEHAVIOR
DELINQUENT REHABILITATION
DELPHI TECHNIQUE
DEMONSTRATION PROGRAMS *SEE ALSO* EXPERIMENTAL SCHOOLS
DEVELOPING NATIONS *SEE ALSO* WORLD PROBLEMS
DEVELOPMENTAL PROGRAMS
DEVELOPMENTAL READING
DIAGNOSTIC TESTS *SEE ALSO* EDUCATIONAL DIAGNOSIS
DIFFERENTIATED STAFFS *SEE ALSO* STAFF UTILIZATION
DISADVANTAGED YOUTH *SEE ALSO* CULTURALLY DISADVANTAGED
DISCIPLINE
DISCOVERY LEARNING
DISEASE CONTROL *SEE ALSO* HEALTH EDUCATION
DISPLAY PANELS *SEE ALSO* BULLETIN BOARDS
DISTRIBUTIVE EDUCATION
DRAMATICS *SEE ALSO* THEATER ARTS
DROPOUT CHARACTERISTICS
DROPOUT PREVENTION
DROPOUT RESEARCH
DRUG ADDICTION
DRUG EDUCATION
DRUG LEGISLATION
DYSLEXIA
EARLY CHILDHOOD EDUCATION *SEE ALSO* PRESCHOOL EDUCATION
EARLY READING
ECOLOGY *SEE ALSO* ENVIRONMENTAL EDUCATION
ECONOMIC DISADVANTAGEMENT *SEE ALSO* DISADVANTAGED YOUTH
ECONOMICS *SEE ALSO* CONSUMER EDUCATION
EDUCABLE MENTALLY HANDICAPPED
EDUCATION VOUCHERS
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL ADMINISTRATION
EDUCATIONAL CHANGE
EDUCATIONAL DIAGNOSIS *SEE ALSO* DIAGNOSTIC TESTS
EDUCATIONAL FACILITIES *SEE ALSO* SCHOOL BUILDINGS
EDUCATIONAL FINANCE
EDUCATIONAL GAMES *SEE ALSO* SIMULATION
EDUCATIONAL NEEDS
EDUCATIONAL OBJECTIVES
EDUCATIONAL PARKS
EDUCATIONAL PLANNING
EDUCATIONAL RESEARCH
EDUCATIONAL RESOURCES
EDUCATIONAL TELEVISION *SEE ALSO* INSTRUCTIONAL TELEVISION, TELEVISION

ABILITY GROUPING

ABILITY GROUPING: 1970 STATUS, IMPACT, AND ALTERNATIVES. Center for Educ. Improvement, Univ. of Georgia, Athens, 1971.
Reports the results of a research study on ability grouping. CC 001 895 [AC]

BIBLIOGRAPHY GROUPING STUDENTS. Strategy for Change Educ. Service Center Region XIII, Austin, Texas.
Cites books and journal articles dealing with grouping of students for instruction. 2p. CC 001 839 [AG]

ACADEMIC ACHIEVEMENT

GROWTH STUDY ANNOTATED BIBLIOGRAPHY. Hilton, Thomas L. Educ. Testing Serv., N. J., 1969.
This bibliography contains misc. papers on academic growth and prediction. CC 001 131 [ChG]

EVALUATION OF INNOVATIVE SCHOOLS: STUDENT ACHIEVEMENT 1970-71. School Board of Broward County, Florida, 1972.
This report contrasts 3rd, 5th, and 8th grade pupil achievement test results in terms of types of school plants, innovative or conventional. CC 000 457 [Ach]

ACADEMIC FREEDOM

THE REASONABLE EXERCISE OF AUTHORITY. Ackerly, Robert L. NASSP, 1969.
Describes the legal framework of schools in regard to student's behavior, dress, freedom of expression and other sensitive areas. States positions on ten issues and annotates landmark cases. 29p. CC 001 417 [StuA]

ACADEMIC FREEDOM. Calif. School Boards Assoc., 1968.
This paper discusses the academic freedom of the teacher and pupil, the role of the board of education, etc. CC 001 116 [Adm]

ACADEMIC FREEDOM IN THE SECONDARY SCHOOLS. American Civil Liberties Union of Northern California, 1968.
This pamphlet discusses the teacher's rights and the student's rights as related to secondary schools. CC 000 912 [StuA]

ACADEMICALLY HANDICAPPED

PROCEEDINGS 17TH ANNUAL CONFERENCE CASPP FOCUS '66 ON EDUCATIONALLY HANDICAPPED CHILDREN. Calif. Assoc. of School Psychologists and Psychometrists, 1966.
The major addresses and research papers presented at this annual conference dealing with the educationally and mentally handicapped are given. CC 000 590 [Handp]

THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES AS AN AID IN DIAGNOSING EDUCATIONALLY HANDICAPPED CHILDREN. Withers, T. Calif. Assoc. of School Psychologists and Psychometrists, 1966.
The author discusses how the ITPA can aid the psychologist in diagnosing the learning disabilities of children. CC 000 384 [Handp]

[illegible] . . . THE [illegible] . . . THE [illegible]. Contra Costa County Supt. of Schools, 1965.
A variety of studies and lectures is contained in this publication for the teacher dealing with educationally handicapped pupils. Section on development of reading curriculum for neurologically handicapped and educationally handicapped children is included. Information on a variety of approaches (phonics, ITA, reading readiness). CC 000 292 [EdH]

EARLY IDENTIFICATION OF THE EDUCATIONALLY HANDICAPPED BY THE BENDER VISUAL MOTOR GESTALT TEST. King, Peggy. Contra Costa County Supt. of Schools, 1965.
An objective scoring system for the BVMGT has been developed and there is indication that it will prove useful in screening educationally handicapped pupils at the primary grades. CC 000 204 [DiP]

ACHIEVEMENT

THE CALIFORNIA SCHOOL ASSESSMENT ACT OF 1968 - REVIEW, ANALYSIS, AND COMPARISON WITH THE PRESENT LAW. Region VI, Calif. Co. School Supt's Assoc.
The major purpose of this legislation is to assess the level of student competence and achievement in the public schools as a means of justifying public expenditures for education. 5p. CC 002 939 [Ac]

TEACHER INFLUENCE PUPIL ATTITUDES AND ACHIEVEMENT. U.S. Office of Education, DHEW, 1965.
A study used a system of classroom interaction analysis. Concerns the degree to which students' attitudes affect their subsequent achievement and the influence of different teaching methods on the development of such attitudes. 126p. CC 002 573 [Ach]

LEARNING FOR MASTERY. Bloom, Benjamin. Regional Educ. Lab. for the Carolinas and Virginia, 1968.
The author discusses an approach to learning for mastery and the underlying theoretical concept, research findings, and techniques required. 11p. CC 002 546 [Lern]

RESEARCH AND DEVELOPMENT MEMORANDUM 63. A NEW MODEL OF SCHOOL EFFECTIVENESS. Levin, Henry M. Stanford Center for Research and Development in Teaching, Stanford Univ., 1970.
In this memorandum, schools are viewed as multiproduct firms that add to the capital embodiment of children in turn affecting their skills and attitudes. The model is estimated for some 600 sixth graders in a large eastern city. 30p. CC 001 879 [Ach]

THE NEED TO ACHIEVE: AN INTRODUCTION TO ACHIEVEMENT MOTIVATION COURSES FOR SCHOOLS. Achievement Motivation Development Project, Cambridge, Mass., 1969.
The materials in this book represent course strategies used by the achievement motivation development project and are concentrated on the grades 6-10 age group. Includes examples of educational games, an overview of the project, student case studies and personal change and goal setting. 32p. CC 001 865 [Mot]

ACHIEVEMENT MOTIVATION. Wayne County Intermediate School District, 1969.
This paper discusses achievement motivation and contains some specific suggestions for educators. 16p. CC 001 413 [Mot]

SELECTED BIBLIOGRAPHY ON ACHIEVEMENT MOTIVATION. San Mateo County PACE Program.
A bibliography on motivation. CC 000 618 [Mot]

ACHIEVEMENT TESTS

INTERIM REPORT OF ADVISORY COMMITTEE ON ACHIEVEMENT AND EVALUATION TO CALIFORNIA LEGISLATURE ASSEMBLY COMMITTEE ON EDUCATION. Calif. Advisory Committee on Achievement and Evaluation, 1968.
This is a report on the planning of a state program of evaluation, whose primary purpose would be the assessment of the ongoing educational programs in the schools. CC 002 950 [Ev]

SAMPLE TESTS ON FILE IN THE COUNTY OFFICE. Contra Costa County Supt. of Schools, 1971-
A list of tests available in the county office for personnel. CC 000 977 [Test]

ACTION PROGRAMS (COMMUNITY)

MANAGEMENT AND HUMAN RELATIONS SKILLS DEVELOPMENT FOR SOCIAL SERVICE SUPERVISORS (ONE-TO-ONE INTENSIVE TRAINING WORKSHOP FOR PARAPROFESSIONAL AND PROFESSIONAL SUPERVISORS) FINAL REPORT. Contra Costa County Supt. of Schools, 1972.
Results of a workshop developed by the Contra Costa County Job Development and Training Project in which low-income, disadvantaged, and/or minority paraprofessionals in supervisory positions were given training in supervisory skills. CC 004 180 [CrDy]

DIRECTORY - HEAD START AND COMMUNITY ACTION AGENCIES IN CONTRA COSTA COUNTY. Contra Costa County Office of Economic Opportunity. CC 003 176 [IC16]

ADMINISTRATIVE ORGANIZATION

TECHNICAL REPORT NO. 10: ORGANIZATIONAL COMPLEXITY: THE RELATIONSHIP BETWEEN SIZE OF THE ADMINISTRATIVE COMPONENT AND SCHOOL SYSTEM SIZE. Reiss, W. Center for the Advanced Study of Educational Administration, Univ. of Oregon, 1970. 31p. CC 004 143 [Adm]

CIRCULAR NO. [illegible]: STRENGTHENING THE ADMINISTRATIVE ORGANIZATION OF [illegible]. Educ. Research Service, 1970.
The purpose of this circular is to provide assistance in improving an existing school organization. 43p. CC 003 537 [Adm]

GUIDELINES FOR SCHOOL DISTRICT ORGANIZATION - A PROJECT REPORT. Nebraska State Dept. of Education, 1968.
Guidelines for school district organization are presented by a steering committee after several years of study. 174p. CC 003 048 [IC123]

ADMINISTRATION OF THE NEWLY UNIFIED SCHOOL DISTRICT IN CALIFORNIA. California State Dept. of Education, 1966.
This publication outlines the major areas of the problem faced in taking the steps involved in laying the foundation for the operation of a newly-unified School District in California including developing the budget, selecting staff, etc. 54p. CC 003 041 [IC123]

THE U.S. OFFICE OF EDUCATION. Office of Education, DHEW, 1968.
This booklet describes the organization of the Office of Education, and the functions performed by each of its sections. CC 000 983 [USEO]

ADMINISTRATIVE PERSONNEL

RESOLVING MANAGEMENT CONFLICTS THROUGH ASSOCIATIONS. Shannon, Thomas A. Natl. Assoc. of Elementary School Principals, 1972.
This booklet offers practical advice on how professional associations may render assistance to school administrators. CC 000 604 [Adm]

ADMINISTRATIVE SALARY SCHEDULES CALIFORNIA COMMUNITY COLLEGES, 1971-72. Office of the Chancellor, Calif. Community Colleges, 1972. 84p. CC 004 196 [IC95]

THE SCHOOL BUSINESS ADMINISTRATOR 1970. BULLETIN NO. 21. Hill, F. W. AASA, 1970.
Defines the role of the school business administrator from responsibilities to selection and qualifications. 112p. CC 003 557 [Adm]

THE HUMANITIES IN PREPARING EDUCATIONAL ADMINISTRATORS. Farquhar, R. H. ERIC Clearinghouse on Educ. Administration, 1970.
The author discusses the use of humanities in preparing educational administrators. 59p. CC 003 520 [Hum]

1971-72 SALARY STUDY. Contra Costa County Supt. of Schools, 1972.
Specifies salaries paid to ten categories of administrators in twenty-one school

Appendix QQ

Richmond, Calif.
Independent
(Cir. 6xW. 33,610)

JAN 30 1976

Allen's P. C. B Est. 1888

County schools aided by information center

PLEASANT HILL — Every classroom teacher, school administrator and public agency official in Contra Costa County has back up research service in ACCESS, the information center in the County Superintendent of Schools office.

ACCESS answers up to 200 requests for information a month — most of them telephoned. They range from a teacher's request for help in setting up a math center in a first grade classroom to an administrator's need for long range plans dealing with declining student enrollment.

To locate answers for these questions, ACCESS researchers use a computer terminal which searches the data bases, with more than million references, stored in the huge Lockheed computer in Palo Alto. The ACCESS terminal prints a list of relevant references, and a researcher hunts out the books and journals cited to send to the requestor.

Now this information service is being monitored by a local computer using a management information system developed by John Jegi, ACCESS director.

His system utilizes the computer in the County Superintendent of Schools business office as a watchdog, recording and compiling data on every search request sent to ACCESS — including an evaluation of usefulness to the client.

This data, compiled and analyzed, has led to changes streamlining and improving ACCESS procedures. As a result, while search requests in the last three months of 1975 increased 18 percent over those in the same quarter a year ago, the cost per search has decreased by 21 percent.

The monitor shows that every district and 90 percent of the schools in the county are making use of ACCESS services. The largest group of users are elementary teachers — there are more of them — but secondary teachers make more intensive use of the service.

The analysis also reveals a growing range of users — other county agencies, city governments and non-profit organizations are making good use of ACCESS service. The Center has supplied such information as the epidemiology of alcoholism and the way to conduct a neighborhood survey as part of its public service to non-school organizations.

RECEIVED
FEB 10 1976
HUMAN RESOURCES